DOCUMENT RESUME

ED 161 490 JC 780 569

TITLE Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual.
INSTITUTION State Univ. of New York, Albany. Coordinating Area No. 4.
SPONS AGENCY New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.
PUB DATE 78
NOTE 167p.

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS Administrator Role; College Faculty; Community Colleges; Counselor Role; *Guidance Services; Guides; *Handicapped Students; Health Services; *Junior Colleges; Junior College Students; *Mainstreaming; *Physically Handicapped; Student Financial Aid; Student Needs; Student Placement; Teacher Role

ABSTRACT

This manual, developed to aid in the counseling of handicapped students, is divided according to the various institutional components with which the mainstreamed disabled student deals during the college years. The first section outlines the role of the counseling office in recruiting and preparing for handicapped students, and in serving them during admissions and registration periods, during each semester of attendance, and after graduation. The second section presents challenges to the faculty and discusses the contributions they can make to the successful acclimatization of their handicapped students to college life. In addition to providing information on financial aid resources, the third section discusses the role of the financial aid office during pre-admission, admission, and first semester phases of contact. The roles of the health and placement offices during each of these periods are covered in the fourth and fifth sections, while the sixth and seventh sections offer ways of accommodating handicapped patrons in the library and bookstore. The eighth section, dealing with the physical education and recreation needs of the handicapped student, is followed by a section on physically handicapped student representation in student government. The final sections cover self-help organizations and resources, and the role of administrative officials. Extensive resource lists and bibliographies are included. (MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED161490

Guidance Services for the Physically Disabled Two-Year College Student: A Counselor's Manual

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Talah Bellin

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM"

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

State University of New York
Coordinating Area No. 4
Research Project

JC 780 569

sponsored by

The New York State Education Department
Bureau of Two Year College Programs

funded under

The Vocational Education Amendments of 1968
(Public Law 90-576)

Library of Congress Number 78-620050

TABLE OF CONTENTS

Page

INTRODUCTION 1
COUNSELING OFFICE 3
- **Pre-Admission** 4
  - In-Service Counselor Training 4
    - Format 4
    - Content 6
  - Establish Schedule of Services 18
  - Developing On-Campus Awareness 21
    - Educative Activities 21
    - Procedural Mechanisms 22
    - Student Body Sensitization 23
  - Establish Off-Campus Contacts 23
    - Advice and Services 24
    - Volunteers and Advocacy 24
    - Political Influence 25
    - Employment Opportunities 26
  - Local Outreach Effort 27
    - Identification and Referral of Disabled Potential Enrollees 27
    - Contact 27
    - Content 27
  - Prepare Handbook Describing Facilities and Services 28
  - Staff Augmentation 28
  - Set Up Well-Equipped Study Room 29
  - Equipment Reserves and Repair 29
  - Establish Self-Help Resource File and Meeting Space 30
- **Admissions** 30
  - Identification of Disabled Students 30
  - Referral Mechanisms 30
- **Pre-Registration** 31
  - Arrange for Interviews 31
    - Purpose 31
    - Function 31
  - Orientation 35
  - Address Incoming Freshmen 37
  - Distribute Information Booklet 37
  - Develop Faculty Notification Form 37
  - Set in Motion Early Registration Procedures 37
- **Registration** 37
  - Identification 37
  - Campus Outreach Effort 38
  - Service Profile 38
- **First Semester** 38
  - Record-keeping 38
  - Academic Problems 38
  - Information Resource 38
  - Tutors—Selection and Training 38
  - Social and Recreational Mainstreaming 39
  - Early Academic Advisement 39
  - Seek Funds for Expanded Programming 39

- **Second and Third Semester** .41
  - Develop Work Opportunities .41
  - Teach Job-Seeking Skills .41
  - Personal Counseling .41
- **Fourth Semester** .41
- **Post Graduation** .41
  - Service Given .41
  - Service Received .42

FACULTY .43

- Challenges .43
  - Professional Expertise .43
  - School Image .43
  - Lack of Materials .44
- Contributions .44
  - Task Analyses Surveys .44
  - Book Lists and Course Outlines .45
  - Access to Faculty .45
  - Intramural Solutions .45

FINANCIAL AiD OFFICE .46

- General Student Financial Aid Resources .46
- Financial Aid for Students with Disabilities .47
- Maintenance Assistance .48
- Additional Useful Information .49
- **Pre-Admission** .50
  - Outreach .50
- **Admission** .51
  - Dissemination of Pertinent Information .51
  - Financial Aid Office—OVR Relations .51
  - Financial Aid Office—Counselor/Coordinator Relations .51
- **First Semester** .51
  - Reminder of Lead-Time Required .51

HEALTH OFFICE .52

- **Pre-Admission** .52
  - Reference Materials .52
  - Faculty Instruction .52
  - Community Resources .52
- **Admission** .53
  - Assessment .53
  - Emergencies .53
- **Pre-Registration** .53
- **Registration** .53
  - Assistance for Faculty .53
- **First Semester** .53

PLACEMENT OFFICE .54

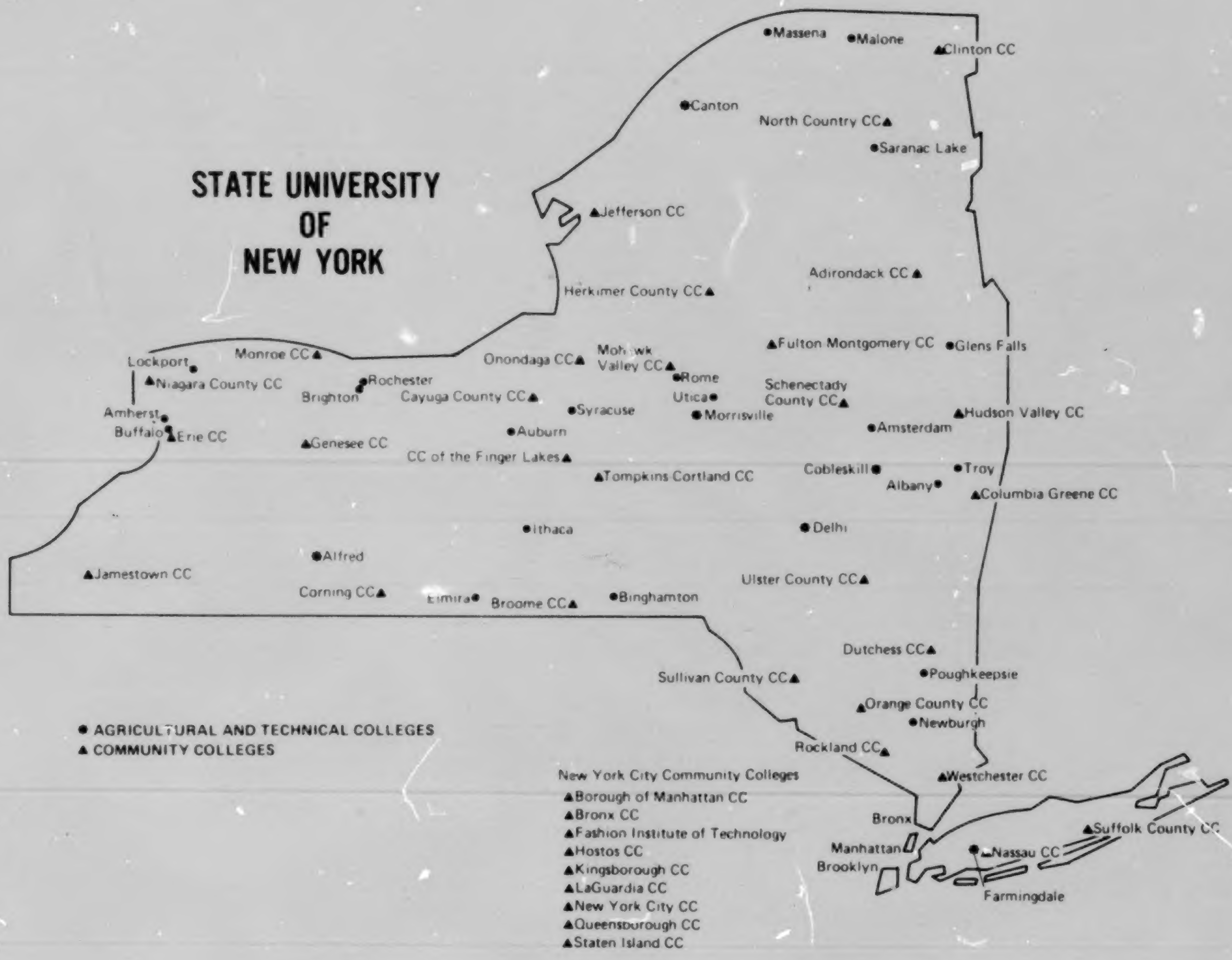
- Commitment to Placement Activities .54
- Counseling and/or Job Development .54
- Client Population: Integrated or Segregated .54
- Placement Office Functions .55
- **Pre-admission** .55
  - Sponsoring Agencies .55
  - Potential Employers .56
  - Unions .60

    - Establishing Connection 60
    - Student Orientation 65
  - **Pre-Registration** 66
    - Pregraduation Work Experience 66
    - Vocational Counseling 68
    - Orientation 68
  - **First Semester** 68
    - Initiate Part-time Placement 68
    - Arrange Trips to Work Sites 69
    - Prepare Students in Job-Seeking Skills 69
    - Implement Career Planning Courses 70
  - **Second and Third Semesters** 70
  - **Fourth Semester** 70
    - Incentives 70
    - Adaptive Devices and Job Restructuring 71
    - Potential Employers 72
  - **Post Graduation** 73
    - Follow-up 73
- **LIBRARY** 74
  - **Pre-Admission** 74
    - Physical Accommodations 74
    - Human Assistance 74
    - Resources 75
  - **First Semester** 77
    - Curriculum Materials 77
- **BOOKSTORE** 78
  - Advance Purchasing 78
  - Avoiding the Crowds 78
  - Assistance 78
- **PHYSICAL EDUCATION and RECREATION** 79
  - Do Disabled Students Need It? 79
  - Some School Programs 79
  - Physical Activities: For Fun and To Win 81
  - Recreation and Social Activities 81
  - **Pre-Admission** 82
  - **Admission** 81
  - **Pre-Registration** 82
- **STUDENT GOVERNMENT** 83
  - **Pre-Registration, First Semester** 83
    - Representing the Physically Disabled 83
      - Monitoring 83
      - Concrete Assistance 83
- **SELF-HELP** 85
  - Organizations 85
    - Campus 85
    - Off-Campus 86
  - Resources and Devices 89
  - Travel 95
  - Miscellaneous 96
- **ADMINISTRATIVE OFFICIALS** 98

This is the third volume in a work of great significance in aiding the higher and occupational education counseling of the handicapped. New York State has a vast array of community college resources and specialized two-year colleges. That talent pool of handicapped men and women seeking to enter colleges, indeed, were frustrated in doing so over the years. With the belated but welcome recognition of the community's responsibility to lower the barriers that had barred the handicapped from pursuing educational careers, new efforts to focus attention upon their special needs were undertaken. This volume, then, is a recognition and response to that need. Talah Bellin and May Aisen deserve the sustained praise and appreciation for their brilliant work as project coordinator and researcher, respectively. That this project was conceived and executed in the environs of the State College of Optometry is quite consistent with the institution's long standing concern and record of accomplishment in the care and rehabilitation of the partially sighted and partially blind.

The State University of New York is vitally concerned with access for all whose talents will permit them intellectually to achieve and academically to progress. That human betterment through educational enrichment should be available to all. The physically handicapped are no exception and this third volume in the series represents our commitment to principle and to action.

Alden N. Haffner, O.D., Ph.D.
Associate Chancellor for
Health Sciences



SUNY 4 is one of four regional or coordinating areas of the State University of New York system. It represents a consortium of twenty-six colleges and university centers located in the southeastern portion of the state. Programs planned by SUNY 4 faculty and administrative group utilize the combined resources and expertise of member institutions. The regional cooperative effort provides increased opportunities for students and faculty engaged in academic, research and clinical activities, as well as benefiting the community in general.

As a consequence of the "Fleischmann Report on the Quality, Cost and Financing of Elementary and Secondary Education in New York State", the State Board of Regents issued a position paper in November 1973 recognizing the importance to provide for the education of children with handicapping conditions. SUNY 4 aspires to assume its responsibility to expedite the Regents' proposal through the establishment of a Learning and Developmental Disabilities Institute. This institute would afford the SUNY 4 university community an opportunity to study, research and confront the multidisciplinary problems of handicapped children and young adults. This manual is the result of a project "A Central Guidance and Counseling Service for Disabled Prospective Two Year College Occupational Students" undertaken by the State University of New York Coordinating Area No. 4 (SUNY 4) with the anticipation of coordinating this effort, and others, under the projected SUNY 4 Learning and Developmental Disabilities Institute. SUNY 4 has designated the State College of Optometry as the agent campus for the formation and operation of the Institute.

INTRODUCTION

With the promulgation of "504" federal regulations, post-secondary educational institutions have been alerted to their inescapable responsibilities vis a vis academically qualified, physically handicapped students.

Some of these colleges have histories of providing services to disabled individuals which long predate the federal mandate; others are facing the attendant preparations and modifications for the first time. The purpose of this manual is to bring the latter the benefits of the experiences of the former plus whatever other resources may be pertinent to the task. The approach is pragmatic rather than philosophical, activity-oriented rather than ruminative. This is not a denial of the many valid and profound issues which abound in the rehabilitation field, but an acknowledgement of the most urgent and immediate need to integrate disabled students successfully into the mainstream of college life—academic, vocational, and recreational.

In response to this "how-to" demand, this project's personnel have conducted an extensive literature search, interviewed knowledgeable college and specialized agency personnel as well as handicapped students themselves, and carried on investigative correspondence nation-wide. This manual is a condensation of its findings.

The community college focus is a product of the specific concerns of our grantors, the State Education Department (Bureau of Two Year College Programs, Division of Occupational Education Supervision). The occupational orientation of the State Offices of Vocational Rehabilitation—their stated goal for their clients: preparation for successful employment—in underwriting the college educations of many handicapped students further validates this focus and underscores the important role which will be played by the two year colleges in absorption of physically disabled students into post-secondary academe.

A few words with regard to concept, organizing principles and structure are in order.

A peculiar feature of the mainstreaming approach to the handicapped is its obvious built-in contradiction if interpreted literally. The very statutes which dictate that handicapped individuals must be integrated without discrimination and be afforded equal opportunity with other students to complete successfully the academic program of their choice require the special focus and, to some extent, setting apart which mainstreaming professes to abhor, namely: (1) record-keeping of this group's presence on campus (numbers) and their performance (success) in order to satisfy possible future federal inquiry; (2) provision of auxiliary services to counteract physical limitations and enable negotiation of required courses (more being required to create conditions of equality) and (3) educative advocacy on their behalf within the college community to do away with obstacles of mind and matter.

The paradox is furthered by the recognition that only by the provision of certain special services now may a sufficient number of handicapped students be able to realize their future career potential and thus prove to society that they need no longer be considered "different".

The upshot of all this is that common sense, not ideology, must rule where mainstreaming is concerned. Confusion and/or conflict can be the result of too strict a rendering of this dictum on either side of the issue. It would be best to recognize that until the general society has been educated and socialized to an automatic acceptance of disabled people's abilities, needs and rights, some specialized service functions are inevitable. The very need for the existence of a manual such as this is a case in point. Wherever possible, without jeopardizing this population's chances of success, however, general service providers ought to be utilized.

As to structure: The manual is divided into chapters according to the various institutional loci with which the mainstreamed disabled student will be dealing at different points in his college years. In line with the emphasis on self-reliance and independence, wherever feasible the student will approach these departments on his own, rather than in the company of the coordinator of special services. It is necessary, therefore, that each department be alerted in advance to what may be required of it. In some instances, these responsibilities will vary little from the routine course of activities already on the office's agenda; in others, special duties and/or information will have to be evoked. To ensure greater preparedness, we have on occasion risked belaboring what may appear obvious to the particular department in question. However, since the coordinator will be held ultimately accountable for campus adjustments to the disabled in their midst, he must have a clear picture of each sector's contribution. This detailed overview is also intended for his edification as to the sum of the parts.

Certain activities may be shared by two or more offices. The inclusion of such an activity within the purview of a particular department was not meant to exclude initiatives from any other side. Rather, it followed from our assessment of the primary locus of responsibility, in turn based on where authority resides for change/development/improvement in a specific area.

The further subdivision into calendar headings is intended to serve as an aid to rational planning, not as an inflexible chronological code. In truth, any single function can be started at any point and still be an improvement over a pre-existing vacuum. However, being faced with an undifferentiated mass of demands makes determining priorities a major task for any office. In hopes of easing this dilemma, we have cued the initiation of specific activities to the time frame most appropriate to it. Of course, most activities, though introduced at a particular time, are intended thereafter to be continuous. It is to be hoped that optimal results will follow from such a patterning.

Following each chapter, a listing of relevant references and resource materials is presented. Where project staff have had the opportunity to review these personally or receive detailed descriptions from trustworthy sources, the entries are annotated. Where these circumstances do not pertain but the sources have been recommended by experts in the field by title alone, the entries are marked by an asterisk. All the listed references alluded to in the body of the chapter can be identified by the number in parentheses which follows them.

We have offered in this manual a set of possible undertakings to which college staffs can react, from which they can choose their own routes, or upon which they may build. We recognize that individual campus responses will be conditioned by size of staff, disabled constituency and financial capacity as well as by matters of principle and commitment.

Mrs. Talah Bellin
Project Coordinator

Mrs. May W. Aisen
Project Associate

COUNSELING OFFICE

In keeping with the commitment to mainstream disabled students, most counseling services are provided to them, as to all other students, by the general counseling staff. A good many of the college adjustment problems such students face are identical to those of their non-handicapped peers and the range of their idiosyncratic difficulties may differ in particular quality but not necessarily quantity from that of the rest of the student body.

This does not mean that emotional trauma is non-existent or even rare; rather, that it is too frequently automatically assumed in their case while often overlooked in their non-disabled fellow students. In this as in all other matters, disabled students wish to be assessed individually, with no preconceptions as to rigid, disability-reflexive mentality. Self-reliance and independence are to be encouraged wherever possible, both within and without the counseling relationship.

However, certain undeniably special needs do exist which may require administrative and academic interventions within the college routine—problems of physical access, of possible medical crisis, of substitutive study mechanisms, of inadvertently exclusionary teaching techniques, of prejudice, ignorance and casual social ostracism.

To attend to these matters, many colleges have appointed to their counseling staffs, a counselor/coordinator for handicapped students' services.

On virtually all the campuses studied, the coordinators did not replace regular college staff as providers of routine services. Like their fellow students, handicapped individuals were referred by the coordinator to the whole gamut of institutional offices as their needs dictated. However, the coordinators were responsible for:

1) determining via an initial post-admission interview with the disabled student what special aids, aides and information he would require on campus
2) the initiation of such special procedures as would be required
3) overall tracking of these services and record-keeping
4) advocacy for these students in the interests of greater integration into all aspects of academic community life—administrative, educative, social, work, as needed
5) education of this same community to the abilities and needs of handicapped students.

Though these appear to be straightforward duties, difficulties may arise in their interpretation and execution. As indicated in the introduction, the realization of mainstreaming can be hampered by attitudinal differences among counselors as well as among handicapped students themselves towards issues of independence versus dependence, advocacy versus pluralism, special service offices versus general, single-problem reaction versus comprehensive awareness initiatives. There is no consensus. Project personnel have spoken with handicapped students committed to the notion that there should be no segregation of services, no special advocacy, and no assumption of an identity of interests among variously handicapped persons; all individuals should be addressed at the same source and in similar manner. These believe that whatever gains are made in efficiency and effectiveness by special expert attention are gainsaid by the resultant increased segregation. Others believe that special interest efforts generate important strengths in action, purpose and morale and that the greater and speedier academic/career achievements thus effectuated would hasten rather than impede their long-term integration into society. Administrative choices must be made on each campus and they might be better made in consultation with the students who will be affected by them, with a maximum of practical reasonableness and a minimum of ideological confrontation.

A further difficulty faced by the counselor/coordinator is the need to operate within the complex of diverse priorities to be found among the various groups involved in the integration process. John J. Gugerty, a staff member of the Wisconsin Vocational Studies Center, quoted in their Progress

Report 1977: Modifying Vocational Programs for the Handicapped, has pointed out that there are four major groups:

1) the administrators, concerned about preparation of staff (curriculum content, skill training, emotional preparedness), coordination of services, accountability and legal issues

2) the teachers, concerned about classroom management, the teaching process and materials modification

3) the students, concerned about peer acceptance, success in class and employment success after graduation

4) the advocates for handicapped students, concerned about the quality of education and the elimination of barriers to that quality education.

The coordinator's multidimensional duties include the orchestration of these varying perspectives in order to produce a harmonious dynamic rather than a cacaphonous clash.

Above all, the counselor/coordinator, in spite of his mandate to work for "the handicapped" must remain conscious at all times that he is dealing with individuals encompassing a range of personalities even broader than that to be found in other interest-focused groups. Whereas the latter groups are formed of individuals who have come together voluntarily, out of an interest freely chosen and therefore reflective of personal values and temperaments, "the handicapped" as a category is an artificial entity, imposing a unity which is non-existent except in a minimal commonality of external needs. Unless this is appreciated, there is a danger of misuse of the data enclosed in this manual—necessarily reduced to common denominators—of forcing preconceived "realities" upon areas of independent and unique experience.

The duties which grow out of the aforementioned responsibilities will be discussed below under the calendar entries most appropriate to their function.

PRE-ADMISSION

At this juncture, prior to the disabled student's appearance on campus, the foundations must be laid for the support network to be erected.

I. In-Service Counselor Training

Before attempting to develop greater campus-wide awareness of and responsiveness to the handicapped student, the coordinator must be sure that his own house is in order, i.e. that the counselors themselves are both knowledgeable and sensitive to the exigencies of particular handicapping conditions.

A. Format

In-service training can take various forms depending on the degree to which resources of time, money and talent are available.

1. Regional conferences—These are generally sponsored by grant funds awarded to schools with good records in dealing with handicapped students. Such assemblies, typically two days in length, feature lectures by rehabilitation experts and government officials, seminars led by experienced college personnel and informal exchanges of ideas among the delegates. Frequently, printed summaries or tapes of speeches and sessions are made available afterwards at minimal cost as long as supplies last.

For information on setting up such a conference, the experience of schools which have already done so may be helpful. Among these in the State University of New York (SUNY) system:

- State University of New York at Binghamton, Binghamton, New York 13901, held a Conference on Higher Education and the Disabled in November, 1976. Co-chairman of the conference was Ms. Lynn Mac Intosh.

State University of New York Agricultural and Technical College at Farmingdale, Farmingdale, New York 11735, held a conference on New Horizons for the Handicapped and Disabled in October, 1977. Coordinator of the conference was Dr. William Stevenson, Assistant Vice-president for Student Affairs.

In order to be put on mailing lists for notification of such conferences, counselors should contact:

–SUNY

Office of Education Services
13th Floor
99 Washington Avenue
Albany, New York 12210

–DHEW

Office for Handicapped Individuals
Department of Health, Education
and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20210

or

Coordinator Regional Education
Program for Handicapped Persons
(New York Region)
Bureau of Education for the
Handicapped
Department of Health, Education
and Welfare
Washington, D.C. 20202

If these do not have the current list of projected conferences in your general area, they can often refer you to the appropriate source of such information.

2. Counselor's Associations—Another regional technique, somewhat less formal and concentrated but offering continuity of input, is the development of an organization of college coordinators/counselors within an accessible geographical radius. Meetings could be established with regular periodicity as a forum for discussion of pressing issues, with or without guest speakers. A network for ongoing exchange of information may thus be formed with telephone and written communications encouraged between sessions. A successful enterprise of this nature is the City University of New York (CUNY) system's Committee to Advance the Goals of Higher Education for the Disabled in CUNY which meets once a month at the Board of Higher Education, 535 East 80th Street, New York, New York 10021.

Current chairperson is Dr. Michael Newman, Counselor/Coordinator for Disabled Students, Office of Student Services, Kingsborough Community College, Brooklyn, New York 11235.

3. Campus Workshops—On the local level, one-day campus workshops can be initiated with audio-visual presentations, rented films, speakers from various local agencies for the handicapped and/or hospital rehabilitation facilities. With less fanfare, a weekly meeting of the college counseling staff itself to discuss cases of particular interest and cogency—with responsibility for the necessary research preparations and presentations shifting among the members from week to week—would be an edifying experience.

4. Library of Reference Materials—Even where funds are extremely limited, a considerable resource file can be amassed with the free literature available upon request from the various societies, foundations and agencies dealing with specific handicaps. Addresses of such organizations can be found either in local telephone books and social service directories or with the aid of the local library's reference desk. Pertinent bibliographies of low-cost materials are also available from

the National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612. Other suggested resources, books and periodicals are listed in the resource section at the end of this chapter.

The activities outlined above are not mutually exclusive; they can coexist comfortably, their respective frequency and intensity dictated by the means at hand and the ingenuity of staff.

B. Content

The functions of these training efforts ought to be twofold: educative and self-exploratory.

1. Educative

Fundamental areas to be covered include:

a. What are the physical realities of major handicapping conditions and the resultant requirements on the education scene?

b. Where can further information on these and other conditions be obtained?

c. What, if any, recurrent types of problematic attitudes on the part of handicapped students can be anticipated?

d. What are some suggested methods of dealing with such?

e. What levels of support are mandated by federal regulations rather than being discretionary?

A preliminary exploration of these topics follows. It is by no means exhaustive but may serve as an introductory guide and model for further researches.

a. Physical realities of major handicapping conditions

Since every condition to be discussed does not affect each victim identically and since the range of response is as various as the individuals, no attempt will be made to list remedies separately for each gradation/variation. Instead, recommendations will be geared to the more severe impairment in each category, the assumption being that one may always cut back from a known standard, if the situation warrants it, while being prepared to deal with the outer limit of demand. The information will be organized thus: a brief description of the condition, its manifestations, and their implications for study and school success. This will be followed by suggested remedies to enable campus adjustment i.e. aids and aides required for mobility (where applicable) and equipment, personnel and procedures vital to learning.

Hearing Impairment

This term refers to any degree of deafness. The hard of hearing are those whose hearing is defective but functional, with or without a hearing aid. The deaf cannot hear and fall into two distinct groups: the congenitally or pre-lingually deaf who have never heard spoken language and the adventitious or post-lingually deaf who lost their hearing after the acquisition of speech. The distinction is crucial because whether deafness occurred before or after the individual learned basic speech and language patterns has a significant effect on his ability to communicate. The pre-lingually deaf are more likely to communicate through finger spelling, signing and writing. Their speech, because artificially acquired may be difficult to understand; their written and spoken language is likely to be weaker in vocabulary and imperfect in syntax; their skill at lip-reading tends to be limited given the similarity in appearance on the lips of so many English sounds and a curtailed ability to guess at the proper words because of deficient verbal experience. Those who were deafened after language was learned have much less difficulty with speech and lip-reading (though the latter is strongly affected by lighting, head and lip movements of the speaker and the fatigue induced by the intense concentration required) but may also use finger spelling, signing and writing for communication.

The sign language used may be one of two: American Sign Language (AMESLAN) which uses shortcuts and consequently may produce poor written language and signed English (SIGLISH) which is exact. Finger spelling is usually a supplement for sign language and particularly useful for spelling proper names.

For both the congenitally or the adventitiously deaf person, language facility is not a gauge of intelligence level; the same distribution of intellectual potential and cognitive capacity pertains among the deaf as among the general population.

Abstract conceptualizations, complex sentence structures and speed of delivery may present immediate mechanical obstacles to a deaf student but these are not necessarily permanent or impenetrable barriers to advanced education. The remedies lie in a constellation of support services and considerate behaviors (not favoritism) on the part of involved faculty and staff.

1) Remedial courses in language (with particular attention to syntactical structure) and math may be indicated.

2) Tutorial services should be readily available to supplement classroom explanations.

3) The presence of interpreters in the class must be permitted by the faculty who ought to be reassured that the initial distraction will wear off within a week or so.

4) Carbon copy notetaking by a fellow hearing student should be allowed since both lip-reading or signing require the deaf student's full attention; such a "buddy" may also help by repeating loudspeaker announcements or directions missed.

5) Permission for tape-recording of lectures (later to be transcribed by an aide) may be requested.

6) Seating placement privileges may be required in lecture halls to allow for lip-reading from the best vantage point (lighting and proximity) and circular arrangements for seminars so that every student speaking may be seen.

7) The use of overhead projectors to sharpen the visual image may be requested.

8) If more than one instructor teaches the same course, the lip-reading deaf student should be allowed to sit in on both to determine which one's speech is the easiest for him to follow.

9) Since the unflagging concentration required by both lip-reading and sign interpretation is very tiring, efforts should be made to schedule classes intermittently rather than consecutively.

10) A lighter program may be indicated because of these difficulties.

11) An instructor who will be teaching a hearing-impaired student should be made aware of this beforehand. The counselor should encourage the student to do this himself or prepare a letter jointly with him. The following do's and don'ts for the educator are important to the deaf student's chances of academic success:

a) He should not physically wander while lecturing.

b) When writing on the board he should not continue speaking while his back is turned to the class.

c) His sentences ought to be short, simple, but complete; abrupt subject changes should be avoided and a willingness to rephrase rather than simply repeat when incomprehension is apparent should be demonstrated.

d) He should eschew exaggerated lip movements, speaking rather in a careful but natural manner at moderate speed.

e) Distribution of topic outlines, reading assignments and a glossary of technical terms in advance of class meetings will afford the deaf student a chance to familiarize himself with the vocabulary and concepts necessary to his thorough comprehension of the lecture and discussion.

f) During the lecture, a simple outline of the topic plus key words or phrases written on the blackboard will help the student follow the lesson.

g) Assignments should be written on the board as well as announced orally in class.

h) Written tests should be given to these students rather than oral; more time may be required to complete tests because of language problems.

i) If classroom discussion occurs or a question is accepted from the audience by the instructor a repetition of that question or comment by the instructor will allow the deaf student to follow as well.

j) If audio-visual aids are used and the lights turned off, a deaf student is incommunicado. The instructor can ease this difficulty by explaining what is to be shown before the lights are dimmed or by providing or permitting a single spotlight on the interpreter's hands.

k) The instructor should be prepared to verify the deaf student's comprehension of the course material prior to testing. This may be accomplished by several means: he may question the students directly. Since hearing-impaired students may be reluctant to admit their lack of understanding, the instructor should not be content with a simple nod in response. He might ask for a recapitulation of a concept or definition of a term. He may wish to check on the progress of preliminary tasks or discuss the student's comprehension with the interpreter.

Visual Impairment

A legally blind person is one who is completely without sight or has vision of no more than 20/200 in the better eye after correction. A partially sighted person has no more than 20/70 in the better eye after correction yet this means that with special aids he can learn with his eyes. The time of onset of their disability has less critical intellectual significance for the blind than for the deaf. The newly blind who once had been print readers exhibit somewhat greater reluctance and/or difficulty in learning to read Braille. Congenitally blind students are often poor spellers and may have to work a little harder to build a good vocabulary since they must depend on verbal communication alone for vocabulary increase. Typing skills are essential since handwriting (tests, papers) may be illegible. Both will have to spend more time on completing assignments than their sighted classmates. The use of memory techniques such as suggestion and association, must be worked at and retentiveness developed; a good memory is essential to the blind and is not automatically engendered in compensation for the blindness as some have thought. In spite of these hindrances the visually impaired student, with the appropriate mechanical aids and certain technical and procedural accommodations should be able to adjust to postsecondary academic demand.

1) With regard to physical mobility:

Precollege orientation to the campus is advisable. Familiarity with the topography and building facilities may be achieved in the company of a fellow student acting as guide and may be enhanced by a) the availability of precise, detailed presentation on tape of a step-by-step tour of the campus (see Faculty chapter or Student Government) and/or by b) a tactile map of the school's layout and individual structures as prepared at Brooklyn College (see p. 28)

2) With regard to learning aids and aides:

a) Precollege orientation to types of academic demand and study skills appears to improve chances of a successful college career (see pp. 35-65).

b) Typing skills are essential since handwriting may be problematic and professors cannot be presumed to read Braille. Typewriters are frequently supplied by the sponsoring state rehabilitation agency.

c) Proficiency in reading and writing (either with a machine called a brailler or manually with a slate and stylus) Braille II—a contracted system which is used in most material printed for the blind—provides maximum access to available resources.

d) It is recommended that each blind student have two tape recorders: (1) an open reel type and (2) a two speed (15/16 and 1 7/8 ips) cassette player since the many materials recorded per request by volunteer groups as well as those provided by Recording for the Blind may vary in format used (see pp. 75, 76). Two recorders are also a convenience in preparing reports and term papers. While listening to the dictated first draft on one, the student can redictate with corrections on the second. The tape recorder in general offers several other conveniences: the reader hired by the student for communicating materials not otherwise available can record at his convenience rather than reading at a time when both are free; the blind student can re-hear desired portions without using expensive reader service time; lectures may be taped for replay.

e) Technological research is constantly making available new materials. Publications which describe newly developed equipment and some of the equipment itself are discussed in other sections of this manual. (see pp. 74, 77, 91, 92, 93)

- In addition, talking calculators (Speech Plus, $395) produced by Telesensory Systems Inc. 1889 Page Mill Road, Palo Alto, California 94304 are now available, designed specifically to give the blind total computational efficiency.
- Simpler vital tools have also been developed. Among them are Braille slide rules, Braille voltmeters and raised line drawing kits.
- State rehabilitation agencies can often help finance the development of modest compensatory instrumentation for specific occupational need and should be consulted before discouraging a student from seemingly inaccessible but particularly desired vocational course of study.

f) Required reading materials can be made accessible to blind or partially sighted students in two ways: by transcription into Braille, large-type, or taped cassettes and by the employment of readers. A discussion of methods of transcription appears in the Library chapter. (see pp. 75, 76)

The second method, which may be required if the books are not transcribed in any form, is the use of readers. This is a much more costly technique. The Handbook for Blind College Students published by the National Federation for the Blind, Student Division in July, 1977 has estimated that this service may require as much as $1500 per year. This may be lessened somewhat by the use of volunteers, though it is recommended that these not be students, who will be pressured by their own course requirements precisely when the blind student's need is also greatest—when papers or special exercises are due during final exams. It is also advisable to use as few readers as possible, the Handbook states, since experience shows that the greater the responsibility they bear the more dependable they are.

g) The blind student should be encouraged to establish a "buddy" relationship with at least one student in each class who can tell him what is being written on the board, and describe new tools and materials as they are presented.

The student should introduce himself to the professor at the beginning of the course and explain that, while he asks no special favors, he will have to arrange for some alternative techniques:

- If the instructor uses the blackboard extensively he may be asked to verbalize what he has written.
- If an in-class assignment is given unexpectedly the student may arrange to do the work later. It would be best though to inquire in advance about the possibility of surprise quizzes and essays and arrange for the availability of a typewriter in a nearby room at each session to facilitate simultaneous performance with other students.
- Testing may be handled in a variety of ways: as stated above, by having the questions read and typing answers in another room; by dictating answers to a reader or proctor and by substituting an oral exam for a written one.

h) The blind students should have a study room available to them, (preferably in the library) furnished with tape recorders, typewriters, Braille dictionaries and Braille writers.

Orthopedic Mobility Impairments

Those disorders affecting the musculo-skeletal system (bones, joints, muscles) take many forms and occur as a result of a variety of traumas and diseases. The following selection of the more common types is grouped not because of intrinsic similarities but because the resulting incapacities frequently require similar modifications on the academic scene. In most of these handicapping conditions, the major obstacles are architectural barriers, which this manual is not addressing. Intellectual impairment is not a usual manifestation here, but the fatigue and pain engendered by these conditions as well as the emotional toll of adjustment (particularly for the newly disabled) may interfere with the learning process if not anticipated.

Amputation

The loss of an extremity or any part of one, may result in both real pain (from growths on the sectioned nerve endings while becoming used to wearing a prosthesis) and phantom pain—a common symptom—in the no longer existing limb.

Even when pain is no longer a major hindrance, fatigue is a constant factor since considerably greater energies are needed to accomplish normal activities.

Paralysis

The loss of voluntary action in parts of the body, usually a result of spinal cord injury or stroke. The names of the various types reflect the extent of the affected area:

monoplegia—partial or complete paralysis of one limb
paraplegia—paralysis of the lower half of the body
triplegia—partial or complete paralysis of three extremities
quadriplegia—partial or complete paralysis of both arms and legs

The counselor should be aware of some of the physical complications which may accompany these conditions as they affect the course of study:

1) Students confined to wheelchairs are especially vulnerable to diseases of the kidney, bladder and other elimination organs. Periods of absence from school may well occur, clearance will have to be received for make-up work, and arrangements made for carbon notetaking by fellow students during absences.

2) They must be physically active or face further deterioration of muscular and circulatory functions as well as bone strength. A program of suitable exercise may be initiated within the school's physical education department.

3) Sitting for long periods heightens the danger of pressure sores developing, particularly since the lack of sensation prevents the warning usually given by pain. Since these sores can become severely infected and cause long absences from school during recovery the student must be reminded (perhaps by the school nurse or doctor) to lift himself from his seat every fifteen minutes. Should he feel uncomfortable about thus calling attention to himself during class, particular care should be taken to space his classes with breaks in between to allow for the necessary physical activity.

4) Occasional bowel or bladder accidents may occur: the school nurse should be capable of reinserting a slipped catheter and may suggest that the student have a change of clothing at the Health Office against such an occurence.

5) Rest breaks between classes may also be necessary and geographical distance between classes must be taken into account when determining the semester's schedule.

6) Some students will require aides to push their wheelchairs or to assist them in daily living activities, others will need in-class notetakers. The counselor should assess with the student the extent of support required in fine detail, including such items as opening doors, carrying books, turning pages, and manual dexterity in handling fine and gross objects, (For a sample of the type of inquiry, see this project's 1977 manual—Vocational Education: A Manual of Program Accessibility for the Physically Disabled Two-Year College Applicant.) These capacities and incapacities should be measured against the demands of the courses and the existence of substitutive mechanisms before registration.

Spina Bifida

Similar constraints pertain in this condition, a congenital malformation of the spinal vertebrae which can result in paralysis, lack of sensation in the lower extremities and absence of bowel and bladder control.

Multiple Sclerosis

A disease of the central nervous system, usually first diagnosed between the ages of 20 and 40. Symptoms of the disease vary from case to case, depending upon the site of damage, and may include paralysis, numbness, double vision, foot dragging, bladder or bowel problems, loss of balance, weakness, poor coordination, hand tremors, and speech and hearing problems. Some symptoms can be relieved medically, but there is no cure for the disease. Spontaneous remissions, lasting for months or years, are common, but the disease is generally progressive.

When MS symptoms recur, the individual may require a period of rest followed by a time of reduced activity. Some neurologists recommend avoidance of excessive fatigue and stress.

Muscular Dystrophy

An umbrella term covering a group of hereditary, neuromuscular diseases in which there is progressive weakening of the muscles. There are degrees of severity and rate of muscle deterioration depending upon age of onset and the initial muscles affected. Although there is no cure for these diseases, there are treatments which may lengthen life expectancy and appliances which aid in motor activities.

Rheumatoid Arthritis

An inflammation disease of the connective tissue. This condition is both chronic and progressive but has unpredictable periods of remission. The arthritic usually suffers pain and malaise and increasing muscular atrophy can occur as well if a proper exercise regimen is neglected. Implications for schooling:

1) This condition may swell the joints of the fingers and make holding a pencil or other instrument impossible.

2) The uneven course of the disease is such that the sufferer may be walking freely one day and be confined to a wheelchair on another. Support services must be prepared for possible peak demand not simply for the level of need apparent at the interview.

3) These physical factors must be dealt with not only as immediate problems but in terms of their prognosticated development when counseling a student as to career choice. The vocational course of study in all potentially progressive and degenerative disease (including multiple sclerosis and muscular dystrophy discussed above) must encompass a cluster of possible jobs, at least one of which will be manageable at various stages of future impairment.

Cerebral Palsy

A condition caused by damage to the brain, usually at birth, characterized by a lack of muscular control. In some cases, cerebral palsy is characterized only by a slightly awkward gait, but frequently there are other effects; seizures; sight, hearing, speech or learning impairment; psychological or behavioral problems. There are three types of cerebral palsy. The spastic individual (about one-half of this population) moves with a lurching gait and flinging arms; the athetoid has slow, constantly recurring involuntary movements; the ataxic has poor balance and depth perception as well as tremors of the hands and feet.

There is no cure for this condition but in some instances surgery can improve muscle coordination, and drugs may limit other problems. There is no correlation between physical disability and intellectual capacity in persons with cerebral palsy although mental retardation may be caused by the same nerve dysfunction that causes the palsy. About twenty-five percent are of normal intelligence or better. Certainly those who have achieved a high school degree and are enrolling in the community colleges have evinced intelligence, determination and perseverance.

The implications for academic performance then are similar to those of the general student body in scholastic capacity but the counselor should be prepared to deal with the physical constraints imposed. Some C.P. students may be confined to wheelchairs and/or unable to write; others may have difficulty with speech and/or saliva control because of poor jaw and throat muscle coordination; still others may be affected in their vision or hearing. Depending upon the type and degree of impairment, the student may require the aids, aides and procedures referred to in previous sections of this discussion.

"Hidden" Chronic Health Problems

- Conditions such as asthma, diabetes, and cardiac ailments do not necessarily limit motor ability and may not be apparent, but they may have considerable intermittent effect on strength, energy and attendance. Course load decisions and make-up work provisions should be attended with this in mind.

- Each is also characterized by possible sudden crises which require immediate expert intervention. The school nurse should be alerted to the student's condition and appropriate medications should be available at all times.

Asthma

A form of allergic response in which the bronchial tubes go into spasm. Like other allergies it is caused by hypersensitivity to specific allergens. The threshold of sensitivity is lowered by stress. During an attack breathing is severely inhibited by the constriction of the smooth muscle of the bronchi. Attacks can be self-relieved by the administration of medication. The implications for vocational/academic decisions include:

1) If the substance to which the student is allergic is known, he should not be exposed to it on the job.

2) The inhalation of dust, smoke or other fine particles of matter must not be a feature of the work place or training situation.

3) Occupations characterized by a steady pace and regular routine rather than periods of stress are to be preferred.

Diabetes

A chronic disorder in which the pancreas produces an inadequate supply of insulin resulting in a faulty carbohydrate metabolism which causes high levels of sugar in the blood and the secretion of an excessive volume of urine.

Most cases can be well-controlled by daily self-administered dosages of insulin and/or diet and will not be seen by the counselor.

However, insulin shock and collapse are possible if the delicate balance of absorption is disturbed. Two things which young people may occasionally be careless about can precipitate such an occurrence:

1) If more than the usual exercise is undertaken, a greater amount of glucose will be consumed and therefore the normal dose of insulin will be an overdose. Activity levels should be steady from day to day or changes should be anticipated so that insulin dosages may be adjusted.

2) If food intake is limited (e.g. by skipped meals), the insulin is not properly utilized and shock can result. The remedy for this is the immediate intake of glucose in the form of a cube of sugar, a candy bar or a small box of raisins which the diabetic should always carry with him.

Career choice implications:

1) The stability of routine often required for effective control of this disorder suggests that irregular work patterns (such as rotating shifts or sudden spurts of exaggerated activity) may be contra-indicated.

2) A further work constraint is the diabetic's susceptibility to infection which may spread quickly and disastrously. As a result occupational choice ought to exclude the risk of infection by a physical injury hazard.

Cardiac ailments

Not all cardiovascular diseases interfere with work though all are vulnerable to stress. "Fear creates more invalids than does injury to the heart chambers". (A Survey of Medicine and Medical Practice for the Rehabilitation Counselor)

Rest is a necessary but not constant requirement in many cases.

The same source also reports: (pp. 82-83)

> Through the American Heart Association, a uniform system of classifying patients with diseases of the heart has been widely used.
> The classification of the functional capacity of patients with cardiac disease covers the following range:

Class I – Patients with cardiac disease but without resulting limitation of physical activity. Ordinary physical activity does not cause undue fatigue, palpitation, shortness of breath (dyspnea) or anginal pain.

Class II – Patients with cardiac disease resulting in slight limitation of physical activity. They are comfortable at rest. Ordinary physical activity results in fatigue, palpitation, dyspnea or anginal pain.

Class III – Patients with cardiac disease resulting in marked limitation of physical activity. They are comfortable at rest. Less than ordinary activity causes fatigue, palpitation, dyspnea or anginal pain.

Class IV – Patients with cardiac disease resulting in inability to carry on any physical activity without discomfort. Symptoms of cardiac insufficiency or of the anginal syndrome are present even at rest. If any physical activity is undertaken, discomfort is increased.

For proper advisement of the student with a cardiac ailment, the counselor must be aware of the degree of his disability. This would best come from an objective source such as the student's physician or the school health office.

Epilepsy

Another "hidden" condition but one which the sufferer is frequently reluctant to reveal because of the societal stigma involved. Too many otherwise well-informed people think of this as a form of mental derangement which it most certainly is not. It is "a neurological condition caused by temporary abnormal discharges of energy in the brain during which the brain cannot function properly for a time and so loses control (partially or entirely) over muscles, consciousness, senses, even thoughts". (It's About Time Physical Disabilities Came Out in the Open, Part III, p. 23)

- There is no known cure, but varying doses of medication can control a large proportion of cases: over fifty percent can be completely free of seizures and another thirty percent can achieve partial control.
- There are several types of seizures, some occasionally preceded by a warning "aura" (tingling, numbness, sensations of cold or warmth) though often there is no warning at all.

1) Grand Mal—seizure with convulsions, during which the epileptic falls to the ground in a rigid state while his entire voluntary musculature is in a state of continuous contraction. Sixty-five percent of epileptics are subject to this type.

2) Focal—convulsion starts in one part of the body and spreads from there to other muscle groups.

3) Jacksonian—a subtype of the focal, starting at one side of the face, or with one arm or leg, possibly spreading and causing loss of consciousness.

4) Petit Mal—is not accompanied by convulsions though consciousness is lost for some 5 to 20 seconds during which the epileptic may remain sitting, standing or even walking with a vacant stare.

5) Psychomotor—also non-convulsive but exhibiting the most complex form of behavior incorporating symptoms such as chewing, lipsmacking, staring and confusion, abdominal pains and headaches, dizziness, fear, rage. (op cit)

Implications for the vocational academic scene:

1) If the counselor learns of the possibility of such attacks from a student, he might wish to encourage him to notify his instructors what to do or not do in that event. It might be useful for the instructor to know the following:

a) Do not attempt to restrain his movements.
b) Loosen tight clothing.
c) Turn his face to a side to permit release of saliva.
d) Do not force his mouth open and never put a finger in his mouth.

e) Stand by calmly until the seizure runs its course and normal color and breathing are resumed.

f) A period of headache, fatigue, confusion or drowsiness may follow for minutes or hours after the attack.

2) Fatigue and emotional stress can trigger such attacks.

3) The medication itself may cause drowsiness and fatigue, occasionally causing the student to fall asleep in class.

4) Fear on the part of prospective instructors and employers may pose entry obstacles to the student, fear that he might harm himself or classmates/coworkers or damage equipment; that he may require more supervision; that he may be frequently absent and fall behind. Given the information on the degree of control over the disorder for each student, individual decisions can be made as to the wisdom of undertaking one or another course of vocational study. When there is the proper medical assurance that no physical danger exists for anyone involved, any other reluctance (distaste, discomfort) on the part of the instructor/employer must be the target of educative and persuasive tactics.

b. For further information about these and other handicapping conditions, several sources may be consulted. Among them:

1) National agencies and foundations concerned with the disorder and/or their nearest chapter—either listed in telephone book or available at the local public library.
2) Regional rehabilitation facilities
3) Local medical personnel
4) Reference books

c. Problematic attitudes

While acknowledging the uniqueness of individual personality and the wide range of possible responses to similar challenges, one must also recognize the universality of psychological mechanisms recurrently employed to cope, including repression, denial, withdrawal, or compensation, rationalization, belligerence, self-pity, sublimination, etc. Physically handicapped students run the full gamut of these defenses invoking them individually just as their fellows do. As Professor Herbert Rusalem says in Guiding the Physically Handicapped Student Through College:

> In addition to the evident differences in type and severity of disability, differences are introduced in terms of the age at onset of disability, type of home and hospital care received, the cosmetic effect of the handicap, the presence or absence of pain and discomfort, social attitudes toward the disability and the psychological impact of the limitation on the student.

However, just as cultural expectations and societal demands at each life stage impose certain identifiable common stresses upon diverse individuals, resulting in a fairly predictable range of reactions, so certain response patterns are repeatedly discernible among many physically handicapped students.

1) The students themselves are more likely to have been subject to overprotective home or institutional environments which have encouraged dependence or submissiveness to an authoritarian structure. The college situation, simultaneously emphasizing greater academic, social and emotional independence, imposes tremendous pressures upon such a previously sheltered group. A delicate balance must be struck between necessary counseling support and encouragement of independent action. In many instances, the counselor must determine which is the more constructive goal: the short-range one of quickly solving the problem at hand, achieved by doing it for the student, or the long-range one of self-sufficiency, achieved by allowing the student—with some guidance—to do it himself.

2) Having on occasion experienced rejection, ridicule, and pity, their self-concept may be poor, lacking in feelings of self-worth and dignity. Myra Altfest in her Vocational Education for Students with Special Needs: A Teacher's Handbook says that this may be countered by

emphasizing strengths, encouraging interpersonal communications and constructing tasks (or enrolling in courses) which will allow for the experience of success. Other counselors add assertiveness training and peer counseling to this list.

3) Unrealistic ambitions and notions of personal capacities may arise out of actual lack of telling experience or be the result of defensive denial. In either case realistic goals must be encouraged by a) making available detailed information about vocational/academic demands b) helping him assess his own personal abilities via evaluation instruments (see pp. 32-34) and c) structuring his program in such a way as to allow for early reality-testing. Disabled students must have the same right to try and fail as have their able-bodied peers.

4) The inescapable fact of being "different" is both painful and frustrating. Students may be carrying a load of "why me" anger and frustration which must be vented before they can be guided to acceptance. (This may be particularly prevalent among the newly handicapped whose life has previously been unencumbered).

5) Those who have an "invisible" handicap may attempt to hide and deny it. Dr. James W. McDaniel, quoted by Mrs. Catherine H. Kelley in The Development of Individualized Supportive Services for Physically and Sensorially Limited Adults at a Post-Secondary Area Vocational School says, "Persons with mild or invisible disabilities suffer greater frustration and maladjustment than the more severely disabled because social expectations are more strenuous for them—they may be unable to perform."

6) Not all adjustment problems are autogenic. Physically handicapped students may also be burdened by the inconsistent attitudes of society ranging from viewing him as a hero to considering him unworthy or too unpleasant to notice. Not only his peers, but faculty may be guilty of indifference/distaste on the one hand or of rewarding his disability with sympathy grades beyond his deserving—neither of which will allow the disabled student to achieve his true potential.

d. Suggested formal methods of dealing with these attitudes:

The methods may vary depending both on the source of the attitudinal difficulties (whether personal or external) and upon the training experience and counseling philosophies of supportive services personnel.

For those problems stemming from societal exclusion, several approaches are possible:

1) Where faculty is concerned, sensitization efforts may be in order (see pp. 21, 22)

2) If this exclusion is an outgrowth of the general student body's casual ignorance of the barriers faced by handicapped students in participating at social/recreational functions (i.e. lack of transportation, expensive need for two tickets if an aide is necessary, etc.) the counselor/coordinator or representatives of the handicapped students might arrange to address the student government with regard to these difficulties and possible remedies. (see Student Government chapter, p. 83)

3) If ostracism is a result of unconscious prejudices and insensitivity, the coordinator might be interested in mounting an educational campaign including a campuswide Awareness Day program (see p. 21).

4) Encouraging disabled students to participate in extra-curricular clubs or activities will also alert the non-handicapped to the common interests they share with disabled students and underscore similarities of concern which overide the obvious physical distinctions.

5) If the problem stems from the disabled students own anticipatory fear of rejection, the counselor might make this the target of discussion in their advisory sessions.

Where problems stem as much or more from internal conflicts as external influences, several approaches have been in use on college campuses, some more traditional, others experimental:

1) The direct one-to-one counselor-student relationship is by far the most common and familiar. The counselor may find consultation with his counterpart in the student's sponsoring agency a helpful source of information both with regard to the particular student and the parameters of behavior exhibited in other similar cases. Some larger campuses may have in-house rehabilitation experts and/or psychologists who may also be called upon for student evaluation in the less

tractable cases. If not, the counselor may recommend the student to private, off-campus practitioners.

2) Although rehabilitation has generally been thought of as an individual process, another technique gaining currency is group counseling. As Dr. George E. Ayers of Minnesota Metropolitan State College has said in his article "Counseling in Work Adjustment Programs" (Journal of Rehabilitation, 1971, 37:4, pp 31-33):

> The group itself is a therapeutic instrument. It provides a new accepting and supporting reference group for its members where a) new feelings of independence and responsibility can be developed b) old values and models of behavior can be reexamined, reevaluated and changed if desired c) bias and unrealistic perceptions may be subjected to reality testing in the group and d) feelings of self-confidence and self-worth may be enhanced by group acceptance.

Michael Stimola, Counselor/Coordinator of CUNY's Hostos College in the Bronx has employed the group counseling method with physically handicapped students, emphasizing career planning and the role of self-image in interpersonal relationships.

3) A third option is peer counseling, valuable in that its providers are similarly handicapped individuals who have directly experienced what their clients are undergoing. The element of mistrust or resentment which occasionally muddies the relationship of a disabled client and his non-handicapped advisor is thus averted. However, such peers are characteristically lacking in formal training and professional counseling expertise. Thrown into such a position without preparation, they are capable of wreaking emotional havoc upon their client by projecting their own standards, personalities and ambitions upon him without regard for his legitimate differences. In order to take advantage of the positive without invoking the negative aspects, peer counseling training groups have been conducted at the Resource and Counseling Center for Handicapped Students at the Boston Harbor Campus of the University of Massachusetts. For information contact Ms. Andrea Schein, Director, at that address in Boston, Massachusetts 02125.

4) A fourth method recently suggested is a variation of the traditional counselor student conference, a behavioral rather than motivational model. Dr. A.B. Coven, Professor of Rehabilitation Counseling in the College of Education at Wayne State University in his article "Using Gestalt Psychodrama Experiments in Rehabilitation Counseling" (American Personnel and Guidance Association Journal, November 1977) suggests that

> trying out new behavior within the counseling situation may effect changes more efficiently... Gestalt techniques are directive and action oriented being based on the concept that learning occurs by doing. Chief techniques that follow from this concept are fantasy, roleplaying and psychodrama experiments... Acting out a role can help to relieve anxieties associated with the role, thus enhancing feelings of self-sufficiency and self-confidence... In a safe make-believe context, ambivalent personality dimensions can be portrayed, increasing the potential for balancing stressful conflicting aspects of the person.

Dr. Coven's article suggests specific techniques which might be attempted.

e. 504 regulations

Every college receiving federal funding must have an administrative official appointed to the task of implementing Section 504 of the Rehabilitation Act of 1973, prohibiting discrimination against handicapped persons. This affirmative action officer should be invited to address the counselors with regard to campus obligations towards disabled students. Many supportive services which previously had been left to the discretion of the colleges are now mandatory; this distinction must be clarified.

Some pertinent highlights, quoted from several HEW fact sheets follow:

- What provisions are in the Regulation for fair admission policies at universities and other post-secondary schools?

  Students may not be denied admission because of their handicaps, nor may the school set any limits on the number of handicapped students it accepts.

  Admissions test must not put the handicapped student at a disadvantage. They must measure the student's skills and aptitudes, not their ability to speak, hear, etc., unless those abilities are necessary for the course of study to which the applicant is applying.

- Must educational institutions weaken their academic requirements in order to accommodate handicapped students?

  No. But it is the school's duty to make any changes necessary to ensure that its academic requirements do not discriminate against handicapped students.

  This might mean substituting one course for another, increasing the amount of time allowed to complete degree requirements and modification and/or adaptation of the manner in which specific courses are conducted. Academic requirements which are demonstrated to be essential to the student's program of professional licensing requirements would not be discriminatory.

- Are universities required to purchase supplies of aids and materials for handicapped students?

  Colleges and universities have various alternatives for providing handicapped students with special aids such as texts printed in braille or tape recorded, interpreters in the classroom for deaf students, and readers in libraries for blind students. If the school cannot arrange to have these services paid for by the State vocational rehabilitation agency or by a private charity, it must pay for them itself.

- Recruitment efforts must extend to schools which are primarily for handicapped students.
- An institution which provides personal academic or vocational couseling, guidance or placement services to its students shall provide these services without discrimination on the basis of handicap. The institution must make sure that the handicapped student is not counseled toward a more restrictive participation in available services or career objectives than non-handicapped persons. The prohibition against discrimination in counseling does not preclude providing verifiable information about licensing and certification requirements that may present obstacles to handicapped persons in their pursuit of particular careers.
- If students are provided with employment assistances then the same opportunities must be afforded qualified handicapped persons.
- A school offering physical education courses, sponsorship of intercollegiate club or intra-mural athletics must provide opportunity for participation in these activities and programs for handicapped. The institution must take steps toward adaptation of activities and programs so that handicapped students are not discriminated against nor segregated while having a full opportunity to compete as do non-handicapped students.

Copies of the regulations may be obtained by writing to:

Director, Office of Civil Rights
Department of Health, Education
and Welfare
P.O. Box 1909
Washington, D.C. 20013

2. Self-Exploratory

As counselors are well aware, intellectual grasp of a subject is only one aspect of the complex internalization process which governs behavior. This is as true for the professional as for the client. Pre-existing emotional dispositions and involuntary negative responses may plague the service provider and prejudice his efficacy with particular individuals he is charged to serve. A significant portion of the counseling staff's preparation, therefore, must include an in-house venting and airing of any such feelings toward physical handicaps among its personnel. To the extent that discussion and increased self-awareness may counteract these attitudes, or at least, inhibit their distorting expression in the counselor/student relationship, the staff will be strengthened in its dealings with disabled individuals. Exposure to physically handicapped fellow professionals perhaps as workshop leaders, may help to counteract unconscious negative attitudes. Shared experiences and intellectual respect will help to break down interpersonal barriers. The resultant greater ease and familiarity may then be extrapolated to the counselor's disabled student clientele. If it is revealed that certain members cannot control their biased impulses, assignments should reflect this knowledge.

II. Establish Schedule of Services

Many of the particular needs of specifically disabled students have been outlined above. This section delineates administrative procedures and protocols which must be developed to satisfy these requirements. All activities attempting to effect inter-office cooperation must accommodate the pace, agenda and priorities of each party; hence, a significant head start is advisable to allow for the inevitable bureaucratic snags. Much time will be saved, however, if the aid of the campus's 504 affirmative action designee is enlisted and the explicit approval of the College President or his administrative delegate is elicited and circulated.

A. Pre-Admission Counseling

This is suggested to clarify curriculum options since sponsoring agencies are not always well informed as to available choices. It may serve as an opportunity to reinforce more realistic goals for the student.

B. Identify Notification System

The counselor should set up inter-office procedures whereby he receives notification of the imminent presence on campus of physically disabled students. The finance office may receive a list of agency-sponsored students; a copy should be forwarded to the counselor/coordinator. If cards identifying the student as handicapped are returned to the admissions office, these names, too, should be shared with the counseling center, subject to the consent of the handicapped student. The Health Office may also be a source of data to the counseling office. A release form may be prepared for the student's signature to effectuate this exchange.

C. Advance Visits to Campus

These should be pre-arranged so that volunteer guides may be available to aid in mobility testing and accessibility evaluation.

D. Interviews and Testing Procedures

Upon admission, interviews and testing procedures are recommended to ascertain physical limitations, psychological/communication difficulties, and intellectual proficiency (see pp. 31-35 and relevant handicapped information in resources section) in order to determine the need for remedial courses, if any, and the level of support required.

E. Early Registration

Early registration is a feature common to many campuses experienced in the processing of physically disabled students. Its purpose is threefold: to avoid undue fatigue and stress; to assure the scheduling of accessible classes; to prevent bottlenecks during the hectic procedures.

The following are important elements of this process:

1. Advance clearance with the school's data processing department to allow for early

pulling of class cards

2. Helping students apply for and obtain ID cards

3. Notification of OVR and other supporting agencies of schedule and tuition fees as far in advance as possible (six to eight weeks) to allow for timely arrival of funds and proper completion of registration. If it appears unlikely that funds will arrive in time, the counselor should make arrangements with the finance office and the registrar to hold the student's class cards in reserve until the fees eventually come through, and clear with the instructors for permission to have the student attend the classes in the interim so as not to fall behind.

4. Providing assistance to student in filling out forms

5. Reassigning class locations [illegible] rescheduling time slots of required courses to assure accessibility to disabled students

6. Alternate methods of registration have been employed: mail, phone, counselor's office intervention, proxy.

F. Hiring Aides

Hiring aides such as readers, notetakers, interpreters, wheelchair attendants for full-or-part-time work is primarily the responsibility of the student. However, the counselor can be of considerable assistance in finding and offering sources of recruitment whether volunteer (on- or off-campus groups), credit-earning, or paid. Lists ought to be developed and maintained by the counselor/coordinator and his staff.

Less formally, the student should be encouraged to initiate a buddy relationship in each class, if necessary, seeking out a fellow student who will assist by manipulating complex or fragile equipment and describing experiments.

The school should provide both elevator and library aides (manpower) to offset any limitations imposed by the nature of the physical plant.

G. Proctoring

Proctoring arrangements should be anticipated for students whose visual or neuromuscular problems preclude their taking examinations as regularly scheduled. This may mean reserving extra rooms and employing appropriate personnel.

H. Tutoring or Remedial Help

Tutoring or remedial help in the form of individual instruction (as opposed to special classes) may be required by certain of the students. The suggested remedy:

1. The counselor/coordinator should approach the department head for tutor recommendations.

2. Those tutors interested should be briefed by the counselor as to the nature of their duties vis a vis the handicapped student—i.e. what the extent of the aid proferred should be and what limits are proper—and the general characteristics of the disability as it applies to his work with the student.

3. Just as with the physical aides, the student himself must take on the task of hiring (and firing when necessary) these auxiliary instructors.

I. Monitoring the Educational Progress of the Student

Monitoring the educational progress of the student by developing a tracking system has been suggested by some experienced counselors (see p. 22). There is a possibility that this might be resented as a "singling out" (rather than mainstreaming) gesture unless it can be shown that it is routinely undertaken for all college students who evince some difficulty at first. Of course, those physically disabled students who have no academic problems should be as free of scrutiny as their counterparts in the general student body.

J. Catalogue of Aids

A complete catalogue of all kinds of aids—from all the pertinent sources—available or due to the disabled student should be on tap. The counselor should be an agressive advocate for the disabled; one cannot assume that what is due will be automatically forthcoming.

K. Directory of Local Resources

A directory of local resources, people and agencies who can serve as back-up service providers when the school is unable to provide the necessary assistance should be developed.

L. Early Course Counseling

Early course counseling each semester for the next one will allow time for supporting agencies to process payments and aid bookstores to keep abreast of which courses must have their books well in advance of the onset of classes.

The following services are oriented towards offsetting physical barriers, an area which we have not addressed in this manual because it has been so thoroughly covered in other texts well-distributed throughout the state. The ones listed here appear because of their integral or administrative relevance to the counseling situation.

M. An Inventory of Barrier-Free Points

An inventory of barrier-free points throughout the campus, as well as of any special cautions required should be compiled and distributed to incoming students.

N. Special Permits

Special parking permits and keys to elevators are frequently available only via the authorization of the counselor and/or the Health Office. These procedures should be well established.

O. Transportation

Transportation has not been specifically mandated as a college concern and function; nevertheless, its availability is crucial to the full participation of the disabled student in college activities, both academic and extracurricular. OVR underwrites the costs of taxi or van transport if the handicap is severe enough to warrant this; if bus fares alone are involved, their decision is based on economic need.

Several suggestions and descriptions of efforts on other campuses follow:

1. The counselor should keep an accurate and current schedule of reliable transportation available in the area both to and from the campus within the college including as well the types of vehicles in service (vans, station wagons, cars with attendants). Regular bus schedules should be available in Braille, if needed.

2. Investigate the possibilities of forming joint transportation consortiums with other agencies and interest groups in the community such as those concerned with the aging or younger school children.

3. Contact the State Department of Transportation and the State Department of Education to determine what, if any, relevant programs are currently in effect and what grants may be available for development.

4. Within the campus, the counselor should be aware of methods of inexpensive adaptation of a standard van (perhaps already existing in the school's motor pool) such as by the removal of seats, the installation of hooks to tie down the wheelchairs and the use of portable ramps or simply creating space for folding the wheelchair and placing the person in a seat. Kent State University began by borrowing several station wagons from the University's motor pool and enlisting student volunteers to transport students between classes. Later, the school bought vans and hired students (perhaps with work-study funds) to drive them.

5. The State University of New York at Farmingdale bought a minibus with a chair lift out of monies raised by an increase in Student Government fees across the board for all students. The value of this project lay perhaps as much in the lesson of community responsibility and concern as in the utility of the product itself.

6. Long Island University has called on the Red Cross to supply transport for handicapped students to particular events.

7. If intra-campus transport is limited, the counselor should attempt to coordinate class schedules so that fewer trips by special vehicle are needed.

III. Developing On-Campus Awareness—Faculty, Staff, Auxiliary Personnel, Student Body

At least two types of activities are called for on the part of the counseling office if faculty and general staff are to aid in the integration of disabled students into the academic and social mainstream. First, the latter must be educated to an understanding of the capacities of handicapped individuals as well as the limitations imposed by their disabilities. Second, official protocols must be established to maintain effective channels of communications between counselors and faculty/staff.

A. Educative Activities

> Many faculty student problems can be forestalled if the faculty members are provided with basic data about a student... (without revealing confidential information)... The counselor can help the faculty member to view the disability in perspective as only one dynamic in the life of the student... (Their) problems are similar to those which faculty members have with other students. They include underachievement, atypical classroom behavior, examination performance, relationships with other students in class, requests for special considerations... The major difference is that the teacher is likely to see the disability as a determinant of the problem behavior.
> (Herbert Rusalem, Guiding the Physically Handicapped College Student, p. 116-118)

Among the techniques developed by other colleges are:

1. "Awareness" programs

These vary in length and specific activity but all focus on sensitization to the various aspects of disability.

- Kent State (Ohio), as reported in the May-June 1975 Journal of Rehabilitation, has sponsored such special programs as Disability Month and Adopt-a-Disability under the guidance of Mrs. Rosemary Lips in the Human Relations center.
- McLennan Community College in Waco, Texas presented an Awareness Week (April 11-15, 1977) among whose features were simulations requiring the participation of students, faculty and staff such as a "Blind" Obstacle Course (traversed with eyes covered) and a Wheelchair Obstacle Race; display of modifying books and slides on support services activities; a presentation of the Central Texas Children's Theatre of the Deaf; discussions on problems of the physically handicapped. These were accompanied by films emphasizing the achievements and capabilities of severely disabled persons. (For suggested films, see Counseling Resources, pp. f, g.)
- Nassau Community College Long Island (New York), has held a similar "faculty into wheelchairs" program of one day's duration.

2. Luncheon Programs

One or more special luncheon programs may be arranged on campus combining film and lecture presentations discussions and refreshments. As an attempted mass meeting of people with widely varying schedules, this time slot offers the best possibility of capturing a broad audience. The informality engendered by breaking bread together may also contribute to frank and open exchanges.

3. Staff Meetings

The counselor/coordinator should arrange to meet separately with various staff sectors (the personnel of placement office, financial aid, maintenance, library, dining room, etc.), with whole departments and, most particularly, with department chairmen individually to introduce himself, describe his functions, offer his services as a resource person and deal with existing questions and concerns related to handicapped students. Though a written letter of introduction may appeal as an efficient substitute for such time-consuming contacts, there is no comparison to the efficacy of an established personal relationship in eliciting awareness and responsiveness.

4. Personal Influences

The Academic Advisement of Disabled Students, Conference Proceedings (Syracuse University, School of Social Work, 1965) suggests that faculty may be further sensitized by:

a. hiring a disabled staff member

b. exposing them to promising disabled students

c. using receptive faculty members to stimulate acceptance of the disabled on the part of less receptive staff

5. Reading Rack

As a supplementary tactic in a more passive mode, the State University of New York at Albany's Rehabilitation Service has organized reading material of interest to professionals working with disabled persons and welcome staff members to browse through the material.

With the exception of the last suggestion (#5), whatever form these activities take, provision should be made for a free exchange of views, opinions and fears among the participants. This will allow the surfacing and allaying of anxieties and misconceptions which might otherwise block the ingestion of information, no matter how cleverly or persuasively packaged.

B. Procedural Mechanisms

For the same reasons that formal procedures are set in place in any institution (e.g. the regularization of function, diffusion and routinization of innovation, the anticipation and warding off of subjective irrationalities governing behavior), such protocols should be developed for counselor-faculty/staff relationships in advance of specific case need. What Tucker has written with regard to services in Higher Education and Handicapped Students is applicable here as well: "With a formal program the needs of handicapped students would be handled routinely, obviating student requests for help or special privilege." Counselors should initiate such arrangements before students arrive on campus and well before uninformed attitudes and postures may harden over particular issues.

Several procedures currently in effect at various schools are suggested:

1. Letter of Notification

As noted earlier, an introductory letter from student/counselor to faculty member prior to onset of classes is highly recommended. Condor, in his article (Rehabilitation Literature) "The Facilitation of the Education of Physically Disabled College Students" favors including suggestions for the handling of possible classroom problems (health emergencies as well as academic routines) within the notice, thereby making it an educative tool not merely a warning mechanism.

2. Tracking System

Professors and counselors should decide upon a mutually agreeable reporting format and periodicity which would keep the counselor abreast of developing problems before they overwhelm the students. Professor Harvey Honig of New York City Community College has developed such an instrument. The school's address is 300 Jay Street, Brooklyn, New York 11201.

3. Departmental Liaison

Department chairpersons may be asked to designate one faculty member who will perform general liaison functions with the counselor/coordinator's office. The familiarity and trust engendered will ease the handling of such problems as arise, and facilitate the flow of valuable new information. Each will feel comfortable in approaching the other to the ultimate benefit of the disabled student. The State University of New York at Buffalo Office of Services to the Handicapped has instituted just such a file and function. Such a liaison arrangement ought to be extended to all other campus offices—bookstore, library, financial and employment offices, 504 official, maintenance, etc. The latter, for example, may be most helpful (if properly advised via such a contact person) in matters of access such as: the removing of snow and ice—seeing to it that these are not plowed onto the bottom of ramps or curb cuts—and acting as watchdogs against inadvertent physical barriers built into new construction.

- Similarly the bookstore may be alerted to the need for stocking special supplies such as Braille paper. The bookstore at the State University of New York at Albany also makes available to visually impaired students an advance listing of the following semester's book lists for specific courses. Where book titles are not available, its manager is authorized to give out the instructor's home phone number.

4. Grievance Protocol

An appeals mechanism should be structured to deal with possible disabled student-faculty member difficulties. One system reported from McLennan Community College, Waco, Texas, The Development of Individualized Supportive Services for Physically and Sensorially Limited Adults at a Post-Secondary Area Vocational School by Mrs. Catherine H. Kelley is that of Denver Community College: If a meeting of the minds cannot be achieved by the student and faculty member with the aid of the student's counselor, the next step is a meeting of the instructor with the chief counselor. If needed, this is followed by a four-way session including the instructor, the chief counselor, the student and the student's counselor. Other relevant personnel may also be called in such as the department chairperson, the school nurse and/or psychologist. If resolution of the difficulty is still unattained, the student may be transferred to another class.

The question may arise: Why is it necessary to set up a grievance protocol for disabled students? Can't they simply avail themselves of the one open to all students? The answer is—they can, but certain qualitative differences may arise in the type of issues faced. Where non-handicapped students' appeals generally deal with the issue of whether an infraction of a specific rule took place, a case involving a disabled student may very well probe into fuzzier and more challenging areas such as whether the particular rule is a proper one as applied to a handicapped person. This may eventually evoke the intervention of the faculty senate or high administrative officials on campus as well.

C. Student Body Sensitization

On-campus sensitization of the student body may be achieved by awareness programs similar to those geared to faculty and staff: campus-wide programs and exhibitions; approaching individual clubs and social societies; involving student government leaders in sponsoring special projects (e.g.—on one campus, student leaders sponsored a miss-a-meal day with proceeds going to purchase special physical education equipment for handicapped students; on another, the student organization fee required of all matriculants was raised a few dollars to help sponsor the purchase of a specially equipped van so that wheelchair bound students could participate in more extracurricular as well as academic activities on campus.) Further student sensitization is planned by the State University of New York at Buffalo's Office of Handicapped Services via the discussion-visits of counseling personnel to classes training future professionals in relevant fields such as Architecture, Construction, Health Care, Physical Education, Recreation Leadership, Human Services etc.

The use of student volunteers as aides has been discouraged by some counselor/ coordinators. They have felt that at times of great pressure (e.g. final exams) volunteer dependability may drop off sharply or, if schedules are adhered to, resentment may follow. Paid student aides, of course, are a different matter—the conditions and imperatives of a work situation hold.

IV. Establish Off-Campus Contacts

Such finite campus resources as staff, money and time are frequently strained in the face of ever-expanding governmentally mandated and societally approved college responsibilities toward student populations. Nevertheless, the needs exist and must be met via the mobilization of all available means. Toward this end, the counselor/coordinator should be prepared to tap the assets of the surrounding community, professional, political and philanthropic.

Where handicapped students are involved, certain off-campus relationships are built-in, via the terms of the financing provided by the State Office of Vocational Rehabilitation and the State

Commission for the Blind and the Visually Handicapped; others may be sought out and forged by the counseling staff. With an initial investment effort, rewards will be forthcoming in the form of increased service provision, greater community awareness of the rights, needs and abilities of the disabled, and a developing advocacy constituency.

Suggested targets are grouped according to anticipated products: advice and services; volunteers and advocacy; political input; and employment opportunities.

A. Advice and Services

1. OVR and the State Commission for the Blind and the Visually Handicapped

As mentioned above, the State Offices of Vocational Rehabilitation and the State Commission for the Blind and the Visually Handicapped are tied to the campus by the funding protocols involved. However, the counselor/coordinator would do his disabled students a further service by establishing personal contact with the local OVR or Commission counselors. This could result in the following beneficial practices:

a. Prenotification of the counseling office by OVR re the disabled students they are underwriting who are in attendance at SUNY—helpful in identifying possible pockets of need.

b. Reciprocal notification of OVR by campus offices re the student's chosen program, number of credits, amount of tuition and fees as early as possible after acceptance in order to allow sufficient time for figuring out pay schedules before registration and before summer vacations thin out OVR staffs, causing paper work to become logjammed.

c. "Unless counseling services are properly organized... the student may be overwhelmed with overlapping counseling and confused by varying orientations and emphases." (Herbert Rusalem, Guiding the Physically Handicapped College Student, p. 109)

d. Should the student legitimately desire to change his major or attempt a previously unapproved academic undertaking, the college counselor may be a more successful advocate with OVR as a result of a previously forged professional relationship.

2. County Office of Social Services

Many of these offices have prepared handbooks or directories of all the social service organizations, private, public and voluntary, within their geographical jurisdiction. These are generally available either gratis or for a nominal fee and save hours of solitary investigation. Hitherto unknown sources of potential aid for individual students or groups of students may be revealed.

3. Rehabilitation Facilities

These are usually allied to local or regional hospitals and are good sources of information on the medical and physical aspects of the handicapping condition.

4. Local Agencies or Local Branches of National Agencies for Specific Disabilities

a. Information resources

These agencies generally have resource files dealing with the whole gamut of human needs faced by their special population—social, recreational, vocational, as well as physical and psychological. The social workers among them are often well-informed liaisons between the initially contained world of the disabled and the mainstream beyond and, as such, valuable contacts for the college coordinator.

b. Services

These same agencies may offer social services to their clients such as the provision of certain mechanical aids or transportation for particular purposes. Some of these might be extrapolatable to the campus. Their staff may also be aware of adjustment techniques to seemingly insuperable obstacles facing a prospective handicapped student in a given program and ought to be consulted prior to abandoning the projected course.

B. Volunteers and Advocacy

1. Civic, fraternal and religious organizations abound in our society. From their ranks

comes a goodly portion of the volunteer manpower which helps to humanize an otherwise cash and carry world. Many of these groups have developed traditions of service in particular fields; others are prepared to venture into new areas, given the prod of well-defined need and the clear direction of target activities. Clubs such as the Lions, the Rotarians and the Masons; professional associations, Concerned Citizens groups as well as church and synagogue fellowships should be approached and tapped by the counselor/coordinator and his staff.

The contributions such organizations can make include:

a. Direct service—For example: reading or taping books for the blind, providing transportation to and from community activities, preparing articles for the media, helping to apply and write proposals for grants, money raising for specific projects or equipment, creating employment opportunities, etc. Use the specialized talents and interests of each group as it may apply to your students' needs.

b. Lending their prestige and influence to the cause—Victor Maguran of the National Technical Institute for the Deaf in Rochester, New York suggests: "Investigate the patterns of influence in a community." Determine which civic organizations and officials mold public opinion and seek an opportunity to address them re mainstreaming opportunities for the physically disabled in the community and the school. Their participation will establish a pattern for many others to follow.

c. Advocacy constituency—By involving these well-connected, articulate citizens in the welfare of the physically disabled, the counselor will develop an informed group of advocates. As the final report of Project Volunteer Power: Volunteers Serving the Needs of the Handicapped states: "Neither legislation nor expanded bureaucratic machinery can assure the objectives of full...opportunities without the interest and active involvement of a concerned local citizenry. While concern cannot be legislated, local grass roots action can spur appropriate and necessary legislation."

The methods of approach are various, among them:

1) "The current or past presidents and program chairpersons of men's and women's service clubs are a good source of leaders with proven qualifications. Their recruitment also serves to involve the entire membership of their organizations." (Project Volunteer Power, op cit)

2) "Ambitious young professionals including business managers, lawyers, architects, engineers, educators, medical and vocation rehabilitation specialists are a good leadership source. They have an abundance of energy and a desire to prove themselves." (Ibid)

3) "Excellent leadership potential can also be found from among recently retired business executives. The Chamber of Commerce is an excellent forum for recruitment of such leaders." (Ibid)

4) The counselor and his staff may feed articles to the newsletters of these organizations to broaden the outreach base.

2. The College Alumni Association

This group is another potential source of volunteer service and contributions to specific projects. Current student government members may be persuaded to telephone and otherwise contact these former students for aid with particular activities toward definitive, tangible goals.

3. Community Advisory Committee

In Vocational Education and the Physically Handicapped—Voices and Views, Don Love recommends the development of such a committee, composed of employers, community agencies, faculty and students in order to coordinate resources on and off campus, thus improving the articulation of progressive educational/vocational stages as well as discouraging duplication and encouraging innovative efforts.

C. Political Influence

Political activism is not a requirement of the counselor/coordinator role. However, because of his specific knowledge of and experience with handicapped individuals, the counselor may be uniquely qualified to serve as a conduit of vital information and enlightened suggestions to the various municipal and regional governmental bodies in his area.

1. Local and Regional Planning Boards

These groups are charged with developing plans for housing, transportation, recreational, educational and social service facilities within given geographical boundaries. They often serve in an advisory capacity to the executive branch of local government. Their awareness of the needs of the handicapped is crucial to the representation of the latter's interests in the scheme of things to come. The counselor/coordinator and/or members of the disabled college student organization, if any, might arrange to address these groups in consciousness-raising efforts, detailing existing inadequacies in public buildings and services which ought to be redressed in upcoming plans.

The regional planning groups of New York State are listed in the references and resources section following this chapter. Transportation planning is in the hands of MPO's (Metropolitan Planning Organizations), agencies whose existence is mandated by federal law for any area with a concentrated population of fifty thousand or more. All federal monies allocated for mass transportation are deposited therein and each MPO must, by law make specific plans for transportation of the elderly and handicapped. Handicapped students who will be seeking employment and hoping to participate in community life and their counselor/coordinator would do well to make a contribution here.

2. Mayor's Committee for the Handicapped

If such a committee does not exist, approach whatever mayoral council incorporates the equivalent Human Resources focus. Pinpoint specific ills within the scope of mayoral powers to correct and recommend reasonable remedies. A demand for utopian solutions would be counterproductive. "Do-able" recommendations will encourage serious attention.

3. Federal Community Programs/Grants at Local Level

Counselors should keep abreast of the awarding of such funds and urge both the college administration and local disabled students to press for a legitimate share being alloted to the concerns of handicapped citizens, the students among them.

A portion of the Community Development Fund monies awarded to New York City has been channeled to certain of the City University's interests and the Committee to Advance the Goal of Higher Education for the Disabled has suggested that its members make an appeal for a share on behalf of their clientele. Names of New York communities which have received Community Development Funds may be obtained from Frank D. Cerabone, Area Director, 107 Delaware Avenue, Stabler Building, Suite 800, Buffalo, New York 14202 (for Buffalo, Erie County, Lancaster, Niagara Falls and West Seneca) and, for the rest of New York State from Frank Torres, Area Office, U.S. Department of Housing and Urban Development, 666 Fifth Avenue, New York, New York 10019 (Telephone: 212-399-5394).

4. Area Political Representatives at all Levels of Government

These people may be valuable sources of information on current or imminent legislation relative to the disabled. If they themselves are not familiar with the details, they may commission their staffs to research the issue once their interest is piqued. Simultaneously the counselor may feed the politico important data about the services neglected and the problems inadvertently built into programs for the handicapped now being implemented. This, in turn, may inform future efforts at improvement.

D. Employment opportunities

For fuller discussion of this subpart see Placement Office chapter (p. 54). Though the major responsibility for job development rests with the latter, the counselor must be willing to serve as a resource person to the placement office and to the prospective employer. At this juncture, a simple listing of several groups which might be approached, enlightened and besought, will suffice. These include:

1. the local Chamber of Commerce
2. officers of major local industries and banks
3. the schools' advisory councils, composed in large measure of local employers

4. appropriate influential members of the aforementioned volunteer groups.

V. Local Outreach Effort

Considering the normal distribution of intellectual ability among the physically disabled, too small a percentage of capable handicapped students continue with a post-secondary education. Many may fear the prospect of academic failure on the more competitive college level and/or anticipate social rejection in the new, less sheltered environment. Others may have concerns about funding and the lack of vital support services as well as physical accessibility. Still others lack vocational direction and have little knowledge of work world requirements.

It behooves the counselor/coordinator to see that included among the college's usual recruiting activities in the surrounding communities is the dissemination of information a) specifically addressing the concerns of disabled potential enrollees and b) directed towards all the local public and private schools plus any other institutions where disabled students may have earned high school diplomas.

The Virginia Community Colleges System commissioned a report on the Identification and Accommodation of Disadvantaged and Handicapped Students which outlines suggested recruitment efforts:

A. Identification and Referral of Disabled Potential Enrollees

Besides schools, there are other sources through which contact can be made. While these organizations may not be free to release names of their clients to the college out of respect for confidentiality, the organizations themselves may be "educated" to the colleges' offerings and thus serve as a referring conduit to this target population. Among the groups suggested are:

1. Federal agencies and programs particularly those sponsored by the Veterans Administration and the Department of Labor.
2. State agencies such as the Offices of Vocational Rehabilitation and Social Service.
3. Local agencies and programs, especially in public health, welfare, local employment, housing authority, special mayoral committees.
4. Special agencies for specific disabilities; rehabilitation facilities.
5. Civic and fraternal organizations concerned with education and/or the handicapped; churches, synagogues, social work organizations.

B. Contact

1. Dissemination of descriptive literature about the institution addressing their particular needs.
2. Publicizing the availability of a variety of financial aid programs including scholarships, loans, grants-in-aid and special projects sponsored by business, industry and trade unions.
3. Use of all forms of communication media—public service time on radio and T.V.; placards in public transportation vehicles and terminals as well as in entertainment centers, public recreation areas, and public service offices.
4. Talks to community action groups, social service agencies and all others listed in A above by members of the college staff and students.
5. Addressing high school assemblies.
6. Approaching parents' organizations, if any.
7. Moving out into the community with a mobile van or other vehicle carrying counseling personnel and literature—particularly in high density sections, such as shopping centers.

C. Content

Information should be available not only on support services, physical accessibility features, financial aid and campus recreational activities but on the vocational degree programs offered—their specific physical, academic, emotional and environmental demands. Since work experience among this population is usually nil prior to college, great gaps exist in awareness of options and possibilities. If the initial investigations are thus instigated in the secondary school period, their college decision-making capacity will be enhanced.

VI. Prepare Handbook Describing Facilities and Services

Here, as in all other approaches to the handicapped student, the delicate question of integration vs. segregation arises. Should the listing of facilities and services of particular importance to variously disabled students be published under separate cover for ease of reference and lighter weight, or should this be incorporated within a bulkier catalogue geared toward general student interests and functions? Again, this decision rests with the individual campus. Regardless of final form, however, it is recommended that the information proffered be as complete and specific as possible.

While the college brochures which have been examined run the gamut from a mere listing of relevant college office telephone numbers to an elaborate, detailed handbook, more rather than less is favored because some disabled students are reluctant to be distinguished from "regular" students and do not identify themselves to the counseling office in person. A detailed delineation of the support available might act as additional enticement, a reality-oriented reminder of possible future needs they ought not to slight.

A. At Brooklyn College, the Student Organization for Every Disability United for Progress (SO FED UP) prepared a 21-page handbook for disabled students which includes a campus map with accessible facilities and routes indicated, and accompanied by a verbal description of those facilities. The book also contains a discussion of the history and purposes of SO FED UP, available special services, the physical education program and wheelchair sports, and financial awards designed for the disabled.

B. The Committee for Disabled Students at Queens College put out a 15-page pamphlet, also including a map of campus facilities, their accessibility and such things as curb cuts. The description of services covers special registration, the availability of elevator keys, and a list of important campus telephone numbers.

C. Some of the handbooks have been prepared by the institution rather than the organization of disabled students, and some, such as Staten Island Community College's, manage, without a map, to describe and locate access to facilities such as lavatories, telephones, reserved parking, classrooms, the library and other points of interest on campus via ramps and elevators. (In one case: "Bring a strong friend, it's uphill all the way!") The Staten Island brochure was prepared as an independent study project by one student.

D. Also at Brooklyn College, a tactile map of the campus was produced with the assistance of a Pratt Institute designer. The map features raised figures indicating the size and shape of buildings, coded shapes for elevators, stairwells and restrooms, and both large print and Braille explanations. The map is lightweight, twelve ounces, and low cost, $2.00 a copy, and in spiral format for easy removal or addition of pages.

Research and development of the map were donated by Harriet Birnbaum at the college. Other costs came to $1000 for 250 copies and a small fee to the Pratt student designer. Printing and binding of the map were done by Thermopress Process at the Jewish Guild for the Blind (15 West 65 Street, New York, New York 10023) for $.06 a page and $.60 for cover and binding.

E. For the blind, the University of Missouri presents its "handbook" information as well as current news items on a special radio frequency. Receivers are lent to eligible listeners free of charge.

VII. Staff Augmentation

Budgetary constraints may evoke creative responses from counseling staffs in search of auxiliary personnel to provide needed services. Various aspects of the assistance required can be delegated to or buttressed by non-professional aides, among them:

A. Work-study students

A certain portion of the Federal funds allotted to the college to create employment opportunities for students may be requested to underwrite office aides.

B. CETA-sponsored personnel

The Comprehensive Employment and Training Act, a Federal antipoverty effort administered by the Department of Labor distributes funds to state and local governments to provide jobs and training for the unemployed. Many cities have used these monies to hire professionals for public service jobs which would otherwise have had to be cut out of the municipal budget. A number of schools in the State University system have also applied successfully for a portion of these funds to support the hiring of guidance personnel. Another CETA-approved State University project involves the training and subsequent placement of qualified handicapped individuals to serve as counseling assistants on campus.

C. Student Volunteers

The State University at Buffalo's Office of Services for the Handicapped reports the active participation of 1) volunteers from the student honorary society and 2) graduate students either serving a practicum (Rehabilitation Counseling majors) or earning credits for special service projects related to their fields (see Faculty chapter, p. , for suggestions relevant to the community college curriculum). Other schools have reported volunteer assistance from campus clubs, fraternities and sororities. In all cases service recognition may be a substitute for unavailable monetary reimbursements.

D. Peer Counselors (see p. 16)

VIII. Set Up Well Equipped Study Room

The auxiliary study equipment, appliances and procedures required by various physical dysfunctions may be bulky and/or potentially distracting to other students yet appropriate space must be allocated to them in or close to the library if equal educational opportunity is to be seriously undertaken.

Typewriters and tape recorders are among the items vital to the study routines of many members of this population. Other recommended equipment is listed in the Library chapter (see p. 74).

The extent of purchases will be dictated by:

1) The nature of the handicaps represented in the student body.
2) The monies obtainable through college budgets, state agencies, grants and philanthropies and
3) The existence of alternative aids or techniques which may be substituted for more expensive installations.

Whichever means are activated, they must be housed in an area convenient to the academic resources available to all other students.

IX. Equipment Reserves and Repair

A. Equipment lending capacity

Some schools maintain a reserve supply of the more common study aids required by physically disabled students which they are prepared to lend out on a temporary basis when the student's own equipment is out of commission and being repaired. Since electrical and electronic instruments may be in the repair shop for more than a week or two, students without access to standby equipment may fall disastrously behind in their studies.

The Office of Services for the Handicapped (OSH) at the State University in Buffalo has initiated such a Loan Closet and finds it constantly in use.

B. In-house equipment repair

Where school curricula include degree programs in Electrical technology, Electronics, Industrial Technology and the like, arrangements might be made for the establishment of an on-campus repair service earning course credits for the advanced students carrying out the repairs while adding to the convenience and speed of return to the disabled student.

X. Establish a Self-Help Resource File and Meeting Space

With equal vehemence, similarly handicapped students interviewed by project staff in various colleges took totally divergent stands on the matter of the creation of a self-help handicapped student organization on campus, with the integration-segregation issue being the focus of the argument. Others posited a middle road: an emphasis on social integration via participation in general college extra-curricular activities, while supporting simultaneously the development of the self-help organization as yet another legitimate special interest group similar to many such clubs catering to specific focuses which have long been a feature of campus life. Several advantages proceed from the latter: a) a sharing of experiences with all that promises of technical how-to and emotional support b) increased advocacy strength and c) the opportunity to gain a sense of personal control over one's destiny

The counselor/coordinator should approach the Student Activities Organization for an architecturally accessible space and the necessary storage equipment to house a file of relevant self-help materials. The latter, dealing with the spectrum of academic, vocational, legal and recreational information relevant to the disabled, will serve as a data base for independent investigation and planning on the part of handicapped students. It is to be hoped that this would foster an increased sense of personal competence and help to counter any tendencies toward a dependency syndrome. (see Self-Help chapter, p. 85.)

ADMISSION

I. Identification of Disabled Students

Recognition of those who will require assistance of one sort or another to negotiate campus and curriculum is an important admission period function.

The reasons for the reluctance of some of these students to come forward have been discussed in another section of this manual; continuing efforts must be made, however, to encourage their doing so.

A. Techniques

1. A letter of greeting and a description of services offered to handicapped students should accompany each notification of admission.

2. A self-addressed card requesting identification of the student and his handicap, if any, is inserted into all acceptance packets addressed to incoming freshmen by the Office of Admissions at the State University of New York at Buffalo.

3. A small questionnaire re needed special services may be included in the admission materials. The college may wish to position prominently a reassuring comment to the effect that state law prohibits discrimination on the basis of physical disability. This will clearly indicate to the admittee that the purpose of the inquiry is the gathering of information, not scalps.

II. Referral Mechanisms

Make certain that a system has been established for the forwarding of all this pertinent information from the Admissions Office to the Counseling Center. It is important that not only senior personnel but also auxiliary staff (receptionists, secretaries, switchboard operators and office aides) understand this since they will be doing the detailed daily work of implementing the referrals.

PRE-REGISTRATION

I. Arrange for Interviews with Disabled Students

A. Purpose

Prior to the enactment of federal "mainstreaming" regulations, colleges were free to demand preadmission identification of and interviews with physically handicapped applicants. Frequently this technique, by overt or covert means, resulted in the not-too-subtle discouragement of "difficult" cases from matriculation. This approach has now been officially proscribed and the post-admission interviews currently requested have the single purpose of assessing the types and degree of support the disabled student will require to succeed in the college program. However, the method may continue to suffer from its prior legacy and be seen as a potential threat—isolating, restrictive and stigmatizing. For this reason (plus others which can be inferred from the discussion of prevalent attitudes in the Pre-Admission section p. 14), the counselor may be hard-pressed to persuade many of the handicapped students to present themselves. All outreach efforts must stress the non-intrusive element of these interviews: no presumptions will be made about personal problems and there will be no attempts to nudge these students automatically into an on-going counseling relationship. The interview is meant to function as a conduit to services which may be vital to the student if he is to achieve his career goal of academic mastery of his field and eventual job placement. It is to be hoped that this positive emphasis, particularly if it is corroborated publicly as well as informally via the disabled student network, will encourage self-identification.

B. Function

1. Evaluation of abilities, interests and needs

This can be based on observation by the counselor, reporting by the student, documentation from other providers with whom the student has been associated, and testing — for basic skills and school placement, and for vocational evaluation.

a. Through conversation with the student and alert observation during the interview, the counselor should be able to elicit information about the disabled student's physical capacities, limitations, and perhaps about attitudinal or emotional characteristics associated with the handicap which should be addressed. The interview offers the opportunity of obtaining answers to questions such as:

1) Can the student move unaided from class to class?

2) Is an attendant required?

3) If so, will the student arrange for this himself or is recruitment help needed?

4) Does the student need an interpreter or mechanical aid in class?

5) If so, can the student himself speak with his instructors about this beforehand?

6) To what other accommodations should instructors be alerted? For example, could the instructor stand in light and face the class when speaking; or say aloud everything that is written on the board; or make reading lists and term assignments available well enough in advance to allow for transcription?

7) Can the student take his own class notes or arrange himself to have them taken for him?

8) In the case of a blind student, what arrangements will he make to cope with a heavy reading load?

9) In the case of a deaf student, will he need help with college vocabulary and abstract concepts?

10) In the case of a student with health problems which may involve periodic or lengthy absences, what plans does he have to keep pace with school work?

11) Can the student get from one class to another during the standard interval?

12) If not, should classes be scheduled within a circumscribed geographic area, or should no class be scheduled to follow immediately after another?

13) Does the student require special accommodation to travel to and from the campus? For example, should classes be scheduled within particular time slots to allow extra travel time or to permit connections with specially-equipped vehicles?

14) Does the student require help at registration or arrangements to register early?

15) Does the student require special arrangements in order to use the bookstore or other campus facilities?

16) What other special campus services are needed?

17) Does the student have all the special equipment he needs?

18) Does the student come from a special or mainstreamed school situation? (This will give some indication of the degree of independence or "protection" he is accustomed to, and the amount of adapting he will himself be confronting.)

19) Does the student appear to have the emotional readiness and/or social skill to fend for himself—that is, to articulate his needs appropriately in order to resolve independently periodic problems which may arise?

20) If not, to what degree and for how long should the counselor expect to supply intermediary support? to anticipate problems? to ask questions periodically which are designed to uncover problems?

Relative to the last category, the counselor might seek out the student from time to time to ask questions such as: Are you keeping up with class work and assignments? If not, why? Are you participating in any extra-curricular activities? If not, why? Are you using the library, bookstore, cafeteria, etc.?

21) Has the student had any work experience?

22) What services are available to the student from sources outside the school?

23) Does the college counselor have the student's permission to confer with outside service providers—for example, his physician, therapists, other counselors?

The counselor may wish to request for reference the four-page Initial Data Sheet, a questionnaire, prepared by the Special Services Center for the Disabled at New York City Community College.

b. The same placement examinations routinely administered to the general student population should, of course, be used for disabled students when it is feasible. When necessary, special tests and procedures can be called upon, with the results applied in the usual fashion.

1) A Visualtek machine would be useful for students requiring large print (see description in Library chapter).

2) Braille testing materials are available. Braille copies of the Miller Analogies Test(*) may be obtained from The Psychological Corporation, 757 Third Avenue, New York, New York 10017. A Braille form of the Scholastic Aptitude Test(*) is available from College Board Program, Educational Testing Service, Princeton, New Jersey

3) The Wide Range Achievement Test, Level II, (*) also from The Psychological Corporation, is designed to test disabled persons who can see and speak, in reading, arithmetic and spelling.

4) It is also possible to have testing done by an outside agency. Some of the agencies listed later in this chapter as sources of vocational evaluation may be in a position to do school placement assessments, too.

It is worth remembering that a high percentage of community college students require remedial reading and writing.(2) Therefore, the fact that a disabled student may need corrective work may have little relation to his physical incapacity, but be a function of the general student population of which he is a part.

c. In the case of a disabled student, there may be an unusual degree of concern on his part, as well as on the part of the counselor, about whether his vocational interest and goal are realistic. A sound evaluation of vocational potential may already have been made by a service agency, such as the Office of Vocational Rehabilitation, with which the student has been associated. However, if such an assessment does not exist, or if questions or apprehensions remain, further testing may be desirable.

1) Because vocational evaluation is complex, time consuming and expensive, the college may wish to avoid purchasing or developing an in-house system. An alternative is to refer the student to one of several agencies which provide evaluation services. Here, the problem for far-flung campuses may be getting the student to the testing site. Local voluntary agencies serving the handicapped should be contacted for help with transportation or some other testing arrangements.

The following is a list of agencies experienced in vocational assessment:

Office of Vocational Rehabilitation
– addresses of the offices throughout New York State are listed in the resources and references section at the end of this chapter.

U.S. Employment Service
– local offices are listed in telephone directories.

Federation Employment and Guidance Service
215 Park Avenue South
New York, New York 10003
(212) 777-4900
– serves all handicapped except the blind.

Federation of the Handicapped, Inc.
211 West 14th Street
New York, New York 10011
(212) 242-9050
– serves all handicapped except the blind.

ICD Rehabilitation and Research Center
340 East 24th Street
New York, New York 10010
(212) 679-0100

Institute of Rehabilitation Medicine
400 East 34th Street
New York, New York 10016
(212) OR 9-3200

Jewish Guild for the Blind
15 West 65th Street
New York, New York 10023
(212) 595-2000

New York Association for the Blind
(Lighthouse)
– its several locations are listed on pp. 91, 92

American Foundation for the Blind
15 West 16th Street
New York, New York 10011
(212) 924-0420

Commission for the Visually Handicapped
– locations throughout the state are listed on Counseling Resources -v-

2) A major means of assessing the vocational capacity of the disabled is through work sampling. This involves systematic observation of the potential worker in the performance of a close simulation of actual work operations. One justification for work sampling offered by Pruitt (1) is that work samples are closely related to work behavior and performance. Therefore, the client sees himself performing a task rather than taking a test and his anxiety is lowered while his interest is raised.

a) A Comparison of Seven Vocational Evaluation Systems (3) is a 46-page pamphlet which presents detailed comparisons and descriptions, including costs and references. In the initial section of the pamphlet, Botterbusch and Sax urge the inexperienced evaluator to consider carefully before choosing an evaluation tool.

- The evaluation unit should relate to the kinds of jobs available to the students being tested.
- The evaluation unit must be able to serve the whole range of disabilities represented in the student population.
- The evaluator should be certain his goals and interests are consistent with the kinds of information provided by the system. Some systems stress evaluation of aptitudes and work behaviors; others stress occupational information and experience.
- Evaluation systems are so expensive, why purchase one at all? The counselor should weigh the expense of purchasing a commercial unit against the expense of developing one with samples from local industry.
- no system provides all the desired answers.

b) In another useful volume, Vocational Assessment Systems (4), Dennis Dunn, whose work forms the basis for the comparisons mentioned above, comments on three of the major work sample systems: the Jewish Employment and Vocational Service (JEVS) samples, the TOWER system, and the Singer/Graflex system. He indicates that they are complimentary, not mutually exclusive. He says that an advantage of using a commercial system is that they have already been developed, tested and standardized. Also, in a study at the University of Wisconsin, Stout concluded that although they are expensive, it could be substantially more costly to develop one independently. In addition to no one system doing everything, Dunn concurs with most other commentators: any evaluation system is only as acute as the individual operating it.

c) Mobile Assessment Center (MAC), a 28-foot mobile unit in use in Southwest Wisconsin is described in Evaluation, Testing, Vocational Assessment (5). It uses standardized psychometric testing, locally developed work samples, and career education materials.

d) Multi-Dimensional Objective Vocational Evaluation (MOVE) was developed by Dr. Ed Hester of Goodwill in Chicago. It assesses personality, interests, counseling, planning and job readiness, with the test findings fed into a computer along with data on physical limitations. The printout shows the kind of work and lists of jobs feasible for each individual.

e) In an article in Vocational Assessment Systems (4), Donn Brolin suggests a checklist for evaluating any vocational testing system. He includes:

Does it account for academic limitations?
Does it account for verbal limitations?
Does it account for expectancy to fail?
Does it account for limited experience?
Does it allow for more than one trial?

Brolin believes that among the reasons that the very act of testing is beneficial are that it serves to initiate job exploration and it provides experience or trials in actual work activities.

f) The counselor should be careful not to use testing too rigidly to screen students out of fields of interest: the tests do not necessarily show how the student can develop his skills over time and with sufficient motivation.

d. The recommendation of a number of experienced counselors is that assessments of the student should be made cautiously.

1) For his own part, the counselor should avoid over-protectiveness and seek to encourage independence in the disabled.

2) In receiving a student's report of his own capacities and restrictions, the counselor should give him the benefit of the doubt, but be wary of accepting what may be rationalizations.

3) The student should be observed over time to see what he can really do.

2. Academic counseling

a. Based on whatever is known of the student's interests, abilities and limitations, there may be a need to discuss the demands associated with enrollment in courses being considered. The student should decide before registration, or before commitment to a particular career goal, that he can perform the required tasks. Counselors should speak with instructors beforehand about extraordinary demands which may have to be met. The counselor and student may also wish to review Vocational Education: A Manual of Program Accessibility for the Physically Disabled Two-Year College Applicant (6). It charts tasks frequently encountered in courses required for graduation in 49 popular career programs.

b. The counselor can offer motivational and concrete support with course choices by making appropriate appeals to OVR, the Commission for the Visually Handicapped or local voluntary agencies, for assistance with equipment or techniques which will make enrollment practicable.

c. If the student requires it, the counselor should assist with scheduling courses to avoid architectural and time barriers.

3. Personal Counseling

The initial interview between the disabled student and the counselor is a mechanism for the exchange of a great deal of information critical to the interface of student and school. The exchange will include "hard" data, but also the basis or quality of the relationship that could continue throughout the student's college and early employment career. The essential rapport should be established at this point.

Many students will welcome the presence on campus of a counselor to whom they can turn with personal concerns. Others will consider interest in their personal affairs an intrusion. If the counselor is prepared to undertake discussion of students' personal problems, he can make known his disposition to do so and state clearly how he can be reached. Further pressure would probably be presumptuous.

II. Orientation

Orientation activities vary in breadth, depth and focus from school to school. For some, they consist of minimal formal introductions to administrative officers, physical plant and official rules. At the other extreme, they may include six to eight week college preparation programs during the summer preceding enrollment. Orientation may be geared to the entire entering class or to subgroups viewed as having special needs for prior acquaintance with college grounds, routines and academic demands.

A. Disabled students can be offered an early visit to the campus to become familiar with its layout, topography and accessibility so that they can plan for the accommodations they may require: How much time must be allowed to get from one place to another? Are any facilities inaccessible?

With informed supervision, interested, mature undergraduates, disabled and able-bodied, could be enlisted to conduct the orientation. Students would also be excellent sources of information about informal aspects of campus life.

At Hofstra University, an "Ambassador" program has been organized through which disabled matriculants introduce new students with similar problems to the campus. For more information, contact:

Dr. Maureen Murphy
Program for Higher Education of the
Disabled (PHED)
Hofstra University
Hempstead, Long Island, New York 11550

B. Wright State University's Handicapped Student Services offers a four-day orientation prior to the fall semester which includes an introduction to student services and suggestions concerning independent living.

For more information, contact:

Ms. Pat Marx, Director
Handicapped Student Services
Wright State University
Dayton, Ohio 45431

C. In 1975 Lee College in Baytown, Texas, developed an orientation program as part of a larger effort for hearing-impaired students. It was funded by the Texas Rehabilitation Commission. The orientation program ran for six weeks of the summer during which every student spent two to three days learning about each vocational program: its materials, equipment and associated occupations. At the end of the six-week period each student chose his course of study.

D. For several years Queensborough Community College (CUNY) has conducted a Summer Program for Visually Disabled Students on its campus. It is sponsored by the Commission for the Visually Handicapped whose counselors make referrals to the program. The program's purpose is to provide a pre-college experience for legally blind students who have been accepted into a college for the following fall. Participants attend college level courses and psychological and vocational workshops including simulated job interviews, resume writing, mobility instruction and Braille training. They are also offered recreational activities such as bowling, bicycling, theatre, picnics, arts, crafts and sports. For more information, contact:

Elliot L. Rosman, C.R.C.
Queensborough Community College
56th Avenue and Springfield Boulevard
Bayside, New York 11364
(212) 631-6446, 6452
summer telephone: (212) 631-6481, 6453

E. Precollege Programs for Blind and Visually Handicapped Students, edited by Susan Spungin of the American Foundation for the Blind (15 West 16th Street, New York, New York 10011), reports on a survey of orientation programs for the visually handicapped.

Programs were sponsored by private and state agencies, some of them in conjunction with a college or university. Their length ranged from six to ten weeks. Among the components covered by the programs surveyed were:

health, library, counseling services
registration process
employment
note-taking
use of recording devices
study techniques
college level courses, sometimes with
  credit: composition, outlining, typing,
  research techniques
dormitory living
social life and campus life styles
college dress styles
college environment and mobility orientation

F. The American Foundation for the Blind provided the following list of colleges offering orientation programs, with the names of individuals who might be contacted for information:

Mr. Phillip Hatlen
Project Director
College Orientation Program
  for Blind High School Graduates
California State University
1600 Holloway Avenue
San Francisco, California 94132

Mr. Purvis Ponder
Mobility Specialist
Florida State University
Department of Habilitative Sciences
Tallahassee, Florida 32306

Mr. Sheldon Weinberg
Project Director of the Pre-College
Program
University of Missouri
Counseling Services
Parker Hall
Columbia, Missouri 65201

Mr. Lyndall Robertson
Counselor
East Central State College
Ada, Oklahoma 74820

III. Address Incoming Freshmen at Assembly

Special mention of the services available to disabled students should be included in the first convocation of the entering class. If a self-help organization or peer counseling group exists on campus, a representative of that body might be asked to present this information.

IV. Distribute Information Booklet

Every means of outreach must be utilized to urge self-identification among those disabled students who have special needs. The information booklet developed earlier (see p. 28) should be distributed and readily available at all major contact points on campus. For example:

a. All bulletin boards announcing college activities
b. Cafeterias
c. Student Union
d. Student mail boxes
e. Health Office
f. Library Desk

V. Develop Faculty Notification Form

The student whose physical disability requires special accommodation in the classroom, the presence of electronic aids and/or aides, special seating, substitutive test-taking procedures, advanced notice of assignments, and so on, ought, as a matter of courtesy as well as personal necessity, to inform his professor of this prior to the onset of classes.

a. The student should be encouraged to deal directly with the professor.

b. If the new student is initially reluctant or unable to do this in person, he ought to notify the professor by mail.

c. The counselor can aid the student by developing a basic form letter which will act as a model of appropriate tone and content. (7, 8)

VI. Set in Motion Early Registration Procedures

(See p. 18)

REGISTRATION

I. Identification

Once again, as during the admission period, make self-identification easier by presenting students with a list of pertinent questions attached to the usual cluster of data forms filled out at this time by all matriculants. Check on the efficiency of information-forwarding procedures.

II. Continue Campus Outreach Effort:

- Prominent display of handbook for the handicapped in the library, lunch rooms, bathrooms, bookstore.
- Notices in the school newspaper and on bulletin boards.
- Campus radio station, if any.

III. Service Profile

Establish a reporting form to develop a service profile: which disabilities were dealt with and what services were provided when. This coupled with the student's record will prove invaluable in helping to assess and attribute the contributions of these supports to the academic success or failure of the handicapped student.

FIRST SEMESTER

I. Record-keeping

If not done at the time of the initial Pre-Registration interview, the counselor should now institute a permanent record-keeping system to encompass:

- the nature of the disability
- medical and psychometric profiles
- agency sponsorship
- vocational objectives
- scholastic record (as it unfolds)
- authorized special procedures

II. Academic Problem Notification

Reaffirm to faculty your need to be kept informed of any academic problems as they develop rather than when they are fully entrenched. Distribute forms for that purpose to all instructors. Stress that this is applicable to all students, not merely those who happen to be physically disabled. It is, however, particularly crucial to deal with it early in the case of the latter since accumulated make-up work may seriously overload a schedule already burdened by the extra time required for substitutive study techniques.

III. Information Resource

Be prepared to respond as an information resource to all questions dealing with handicapped students and stemming from faculty, administration and student body.

IV. Tutors—Selection and Training

A. Approach department chairmen for lists of recommended tutors as need arises during the semester.

B. Aid in specification of tasks so that both student and tutor will not be dissatisfied with demands and performance.

In Mrs. Catherine Kelly's Final Report for McLennan Community College, Waco, Texas, (op.cit.) a chapter called "Special Techniques for Tutoring the Physically Handicapped" outlines certain caveats:

- A tutor must be patient and willing to work a little harder than tutors working with able-bodied students.
- He must be creative and innovative in circumventing difficulties posed by the handicap.
- He must be aware that some physically handicapped students have developed habits of

almost total dependence and might want the tutor to do the work for them. He must be prepared to insist firmly but tactfully, that the student do his own work after difficulties have been resolved.

- Other handicapped students may be belligerent and resent being told how to do anything. This type of student is difficult to tutor and will require extra efforts and understanding. Such a student would benefit from personal adjustment counseling as well.
- The tutor should not ignore the handicap but should not focus upon it either except as it imposes limitations on study techniques. Certain information such as the degree of sensory impairment, may be embarrassing to elicit but vital to the tutor if he is to deal effectively with the student.
- The tutor should only do things for the student that he cannot do himself (e.g. holding the door open, getting material from a wheelchair pack etc.). The handicapped person should be encouraged to be as functionally independent as possible.
- Learning objectives should be programmed for the student at his or her individual learning rate, not by a set schedule.

V. Encourage Social and Recreational Mainstreaming

Both for full community membership and greater occupational achievement, social skills are as vital as academic prowess. Counselors must encourage disabled students to take part in extracurricular activities, and must work with student government and other parties to arrange for suitable transportation, accessible club facilities, and reduced ticket costs for wheelchair attendants.

Initial hesitation may require more formal preliminaries: the counselor should be prepared to set up group discussions including able-bodied and disabled students to establish communications and an awareness of shared experiences and feelings.

VI. Early Academic Advisement

To reiterate, course choice counseling for disabled students should begin some two months before the new semester so that final decisions can be forwarded to supporting agencies for funding at least six weeks before registration. Late filing will mean delayed funds and fiscal/academic complications which may preclude class attendance thereby incurring an ill-afforded falling behind.

VII. Seek Funds for Expanded Programming

Grant monies from federal and state sources as well as from private foundations can broaden the scope of disabled student activities. Faculty, counselors, administrators and student government members may come up with proposal ideas. Grant writing, however, is time consuming. Several suggestions have been proffered in this regard:

- CETA grants for personnel may include office aides capable of preparing proposals under supervision
- Volunteer groups in the surrounding community, particularly those comprised of professional people skilled with words, may be tapped.
- A local advertising agency may, as a gesture of good will, lend an expert writer to assist.
- Students may receive credit in composition or social studies courses for aiding in the writing of grant proposals.
- Faculty may be granted release time for grant application work-ups.
- HEW periodically offers workshops in grant writing for those interested in refining the technique. Written guidelines have been produced on the subject as well. One which was quoted in the ERIC report Educational Programs for the Handicapped—California Community Colleges, Part III is that of Mary Hall, Developing Skills in Proposal Writing (September, 1971), Office of Federal Relations, Extension Hall Annex, University Campus, Corvallis, Oregon 97331.

Whom to contact and where to look for available grant monies are other questions addressed by experienced researchers.

- Ms. Barbara A. Pascucci, Coordinator of Research at the State University of New York at Binghamton has listed the resources her office has used most frequently in locating potential sources:

  The Annual Register of Grant Support,
  1976-77 (10th Edition)
  Marquis Academic Media
  Marquis Who's Who. Inc.
  200 East Ohio Street
  Chicago, Illinois 60611
  Price: approximately $50

  Catalog of Federal Domestic Assistance, 1976
  Superintendent of Documents
  U.S. Government Printing Office
  Washington, D.C. 20402
  Price: $16.00

  Taft Information System, September, 1976
  Raft Products, Inc.
  1000 Vermont Avenue, N.W.
  Washington, D.C. 20005
  Price: $200

  The Foundation Directory, Edition 5
  The Foundation Center
  888 7th Avenue
  New York, New York 10019
  Price: $50

  The Grants Register, 1975-77
  St. Martin's Press
  175 5th Avenue
  New York, New York 10010
  Price: $19.50

- The State University of New York distributes a questionnaire to every faculty and staff member asking him to describe his professional interests. This Faculty Interest Profile (FIP) is appropriately filed and all Requests for Proposals (RFP) coming from the government to the University and dealing with subjects of declared interest to a faculty member are automatically forwarded to him. Most SUNY campuses have a FIPs coordinator. One that doesn't may contact Constance Sieverdin, FIPs Project Supervisor, Research Foundation of SUNY, Albany, New York for further information.
- The Federal government publishes a comprehensive list and description of federal programs and activities (including those which assist the handicapped) in the annual Catalog of Federal Domestic Assistance (noted above). The volume may be too expensive to purchase but all federal depository libraries have a copy. (see list of those in New York State in references and resources section at the end of this counseling chapter). This will give the interested parties an idea of the type of projects which have recently received approval and may suggest new efforts on their parts.
- All prospective, competitive federal offers are synopsized in the Commerce Business Daily which also details where copies of current Requests for Proposals can be applied for. A subscription to the CBD is available for $75.00 per year from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. A subscription for the Federal Register may be ordered from the same source at $50.00 a year. It contains daily Federal announcements, rules and deadlines for federal grants.
- When considering applying for such a grant from HEW, a visit to one of the Regional offices to discuss the notion and methods of tailoring the proposal is most worthwhile.

- Service organizations should not wait for money to fund programs because frequently funding is not given until a certain level of student activism verifies the need for such programs.
- Fred Francis of the Human Resources Center has stressed the importance of "seed money" in initiating programs for the disabled. Even with limited funding at the outset, a well-planned and well-administered organization can generally build effective programs and services. A solid core of active and committed persons can do much with a small initial amount of financial resources. Frequently, as the prospective program grows and results are achieved, more money will be forthcoming.

SECOND and THIRD SEMESTERS

I. Develop Work Opportunities

Work jointly with the placement officer to offer vocational counseling, develop on-the-job social skills and create work opportunities on and off-campus, (see Placement chapter, p. 54)

II. Teach Job-Seeking Skills

Work with the placement office to teach job-seeking skills (application, resume, interview) in that aspect which employs role playing techniques and videotapes of mock interviews. (see p. 69)

III. Personal Counseling

Be as available for personal counseling to students when their college careers near completion as when they began. Levels of anxiety may rise sharply as the work world looms closer.

FOURTH SEMESTER

I. Be prepared to participate in consultations with prospective employers of handicapped graduates if requested either by a student, the placement office or the employer himself.

II. Contribute to team efforts to adapt mechanisms and restructure jobs for handicapped graduates in the local business arena.

POST GRADUATION

I. Service—Given and Received

The counseling office can continue to offer valuable service to disabled graduates and, in turn, receive helpful information from them which will improve the quality of supports offered to later disabled student populations.

A. Given

Orange County Community College received a grant in the early seventies to determine the methods of successfully placing disabled students on the job with the best prospects for satisfaction on the part of employer and employee. Among the suggestions highlighted was: the continuing availability of the counselor/coordinator as a consultant to the new employer of the disabled for a period of a year after hiring. Employers who might otherwise have been reluctant to take the risk of hiring a handicapped worker were reassured by the offer of the counselor to participate in smoothing out any problems or misunderstandings which might arise during that time. Besides aiding the graduate in question, a spillover benefit would be the greater willingness of the employer to continue to hire other qualified disabled graduates.

B. Received

1. Disabled graduates should be asked to participate in a follow-up study detailing their evaluation of services received in college and outlining recommendations for improvement and/or change from the perspective of the outside world. This will aid their fellows following after.
2. Successfully placed handicapped graduates may be asked to address currently enrolled students and prospective ones re their experiences in the work world. As role models whose credentials are their disabilities, their persistence and their acceptance into the mainstream, they are in a unique position for offering pertinent advice to disabled college students.

COUNSELING OFFICE

REFERENCES and RESOURCES

1. Pruitt, W.A., "Basic Assumptions Underlying Work Sample Theory", Journal of Rehabilitation, 1970, 36, 12-15.
2. Eastman, Arthur M., "Developing Special Teaching Degrees", New Staff for New Students, ed. Roger Yarrington, American Association of Community and Junior Colleges, 1 Dupont Circle N.W., Suite 410, Washington, D.C. 20036, 1974.
3. A Comparison of Seven Vocational Evaluation Sytems, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin 54751.
4. Vocational Assessment Systems, Application in Programs Serving Special Needs Populations, Iowa Department of Public Instruction, Special Needs Section, Grimes State Office Building, Des Moines, Iowa 50319.
5. Stroebel, J.C., Administrator, Student Services, Southwest Wisconsin Vocational Technical Institute, "Evaluating the Handicapped with a Mobile Evaluation Laboratory", Evaluation, Testing, Vocational Assessment, ED 121 048.
6. Vocational Education: A Manual of Program Accessibility for the Physically Disabled Two-Year College Applicant, State University of New York Coordinating Area No. 4, 1977. ERIC Clearinghouse for Junior Colleges, ED 145 868. Microfiche— $.83, Hardcover—$12.71 plus postage.
7. Honig, Harvey, An Operations Manual for the Development of Vocational and Career Counseling Service and Tracking System for Disabled Students at New York City Community College, New York State Education Department, Bureau of Two-Year College Programs. New York City Community College, Brooklyn, New York.
8. Rusalem, Herbert, Guiding the Physically Handicapped College Student, Bureau of Publications, Teachers College, Columbia University, New York City, 1962.

RECOMMENDED READING:

GENERAL

The following books appear on the reading lists of Professor Nancy Esibill, New York University Graduate School of Education, Program of Rehabilitation Counseling:

- — The Work of the Counselor by Leona Tyler, 3rd edition, Appleton-Century-Crofts, Inc., 1969.
- — Physical Disability: A Psychological Approach, by Beatrice Wright, Harper Brothers, New York 1969.
- — Rehabilitation Practices with the Physically Disabled, by James Garrett and Edna Levine, Columbia University Press.
- — An Introduction to the Vocational Rehabilitation Process: A Training Manual, by John F. McGowan and Thoma L. Poster, U.S. Department of Health, Education and Welfare, Washington, D.C., 1967.
- — Physical Disability and Human Behavior by James W. McDaniel, Pergamon Press, 1969.

A recent publication presents a good overview on group strategies in general and on these methods as they relate to the problems of specific disabilities, with each chapter written by an expert in the particular subject under discussion:

- — Group Counseling and Group Psychotherapy with Rehabilitation Clients, ed. by Milton Seligman, Ph.D, Charles C. Thomas, Publisher, Springfield, Illinois, 1977.

— Counseling Strategies with Special Population, by John G. Cull and Richard E. Hardy, Charles C. Thomas, Publisher, Springfield, Illinois, 1975. (*)

This book has sections devoted to counseling strategies with the physically disabled, with socially disabled, and special counseling problem areas.

— Guiding the Physically Handicapped College Student, by Herbert Rusalem, Teachers College Series in Special Education, Columbia University, 1962.

— Final Report: January 1975-June 1977, The Development of Individualized Supportive Services for Physically and Sensorially Limited Adults at a Post-Secondary Area Vocational School, Mrs. Catherine H. Kelley, McLennan Community College, Waco, Texas.

— Stigma, by E. Goffman, Prentice-Hall Inc., Englewood Cliffs, New Jersey, 1963.—an attitudinal study.

— The College Guide for Students with Disabilities, by Gollay and Bennett, ABT Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138.

The major portion of this college guide is given to tables indicating the accessibility of colleges throughout the United States with reference to specific campus buildings and their entrances, level changes, toilets, classrooms, bathrooms, dining and library facilities. Other chapters cover publications relevant to disabled persons, state and federal agencies, and non-traditional approaches to higher education. Institutions are charged $18.50 for the guide; handicapped individuals and their families are charged $12.00.

DEAFNESS

— Counseling with Deaf People, edited by Allen Sussman and Larry G. Stewart, New York University Deafness Research and Training Center Publication, 1971.

Available for $3.75 from:

National Association of the Deaf
Catalog of Publications
814 Thayer Avenue
Silver Springs, Maryland 20910
Order # NY001

THE NAD catalog says of it:

> Major areas of concern facing counselors of deaf people are discussed. The discussion includes psychological and social ramifications of deafness, current counseling services available, principles and methods of counseling as they apply to deaf people, role and function of the counselor and the education and training of counselors of the deaf.

— The Deaf Student in the Hearing Class: A Handbook for Instructors, by Michael J. Goodman, Golden West College, Huntington Beach, California 92647, 1971.

Unfortunately, there are very few copies of this excellent book available. However, Mr. Paul Culton, Chairman of the Hearing Impaired Program at the college may be able to suggest a nearby source. He may be contacted at:

Disabled Students Program
Golden West College
15744 Golden West Street
Huntington Beach, California 92647

— "The Language Structure of Deaf Children" by S.P. Quigley, D.J. Power and M.W. Steinkamp, The Volta Review, Volume 79, No. 2, 1977.

A reprint of this valuable summary report on a six-year study of syntactic structures and deviances peculiar to the language of many deaf children age 10 through 18, is available from:

The Alexander Graham Bell Association
for the Deaf, Inc.
The Volta Bureau
1537 35th Street, N.W.
Washington, D.C. 20007
Reprint number: 77H

BLINDNESS

— Coping with the Unseen Environment: An Introduction to the Vocational Rehabilitation of Blind Persons, by Herbert Rusalem, Teachers College Press, Columbia University, 1972, $11.50.

An introduction to the vocational development and rehabilitation of blind persons, this book is intended for the general rehabilitation worker with minimal preparation and experience in this specialized field who needs a better understanding of blind persons and their problems.

CONFERENCE PROCEEDINGS

— Proceedings of the Disabled Student on American Campuses: Services and the State of the Art, national conference at Wright State University, August 1977, edited by Pat Marx and Perry Hall, Handicapped Student Services, Wright State University, Dayton, Ohio 45435.

The Proceedings includes conference presentations covering the following categories: Principles of Operation; Access; Planning; Services; Attitudes; Research, Evaluation and Finance; and Law. There is also a list of the names and addresses of conference participants—they could be useful sources of information.

— CAPED, The California Association of Post-Secondary Educators of the Disabled—held a convention on April of 1977 which featured workshops on faculty sensitization and biomedical engineering/research among others. For information, contact: Pat Sontag, P.O. Box 160433, Sacramento, California 95816. Telephone 916-454-6955.

PERIODICALS

— American Rehabilitation—official publication of HEW's Rehabilitation
Services Administration.
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402 $11.75, 6 issues a year.

— International Rehabilitation Review
International Society for Rehabilitation of the Disabled
219 East 44th Street
New York, New York 10017 Quarterly. $5.00.

— Journal of Applied Rehabilitation Counseling
National Rehabilitation Counseling Association
1522 K Street, N.W.
Washington, D.C. 20005 Quarterly $5.00 a year.

— Journal of Rehabilitation
National Rehabilitation Association
1522 K Street, N.W.
Washington, D.C. 20005 $5.00 a year. Bimonthly.

— Journal of Rehabilitation of the Deaf
Professional Rehabilitation Workers with the Adult Deaf
7427 Leahy Road
New Carrollton, Maryland 20784 $10.00 membership yearly. Quarterly.

— Performance
President's Committee on Employment of the Handicapped
Washington, D.C. 20210
Monthly. Apply.

— Personnel and Guidance Journal
American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009 $20.00 a year. 10 issues a year.

— Rehabilitation Literature
National Easter Seal Society for Crippled Children & Adults
2023 West Ogden Avenue
Chicago, Illinois 60612 $12.50 a year. Monthly.

— Rehabilitation Research and Practice Review
Arkansas Rehabilitation Research and Training Center
University of Arkansas
Fayetteville, Arkansas 72701 Quarterly. Apply.

— Social and Rehabilitation Record
U.S. Social & Rehabilitation Service
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402 $6.40 a year. 10 issues a year.

— Vocational Guidance Quarterly
National Vocational Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009 $8.00. Quarterly.

MEDICAL REFERENCES

— Medicine and Medical Practice for the Rehabilitation Counselor, by Jean Spencer Felton, M.D., Dorothy Cantrell Perkins, Ed.D. and Molly Lewin, B.A., U.S. Department of Health, Education and Welfare, Rehabilitation Services Administration, Washington, D.C., 1966. (Available from Government Printing Office, Washington, D.C., 20402 for $2.25).
Stock No. 017-012-00105-0
Catalog No. HE 17.108:m 46/969

— It's About Time Physical Disabilities Came Out in the Open, Parts, I,I,II, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1976.

— Bulletin of Prosthetic Research, Research Center for Prosthetics, Veterans Administration, 252 Seventh Avenue, New York, New York 10001. (*)

— Medical and Biological Engineering, Peter Peregrenus Ltd., Publications Sales Department Stratton House, Nightingale Road, Hitchin Herts, So51 RJ, England.(*)

— "Medical Devices and Equipment for the Disabled: An Examination", available for $3.00 from: Disability Rights Center, 1346 Connecticut Avenue, N.W., Suite 1124, Washington, D.C. 20036. Telephone: (202) 223-3304.

LEGAL RESOURCES

— Amicus

Amicus is a bi-monthly publication of the National Center for Law and the Handicapped, Inc. funded by the Department of Health, Education and Welfare. A typical issue includes discussions on pertinent news, legislation, cases in the courts, and special reports. For example, the September 1977 issue's special reports included articles entitled "Who is Handicapped?" and "Complaint Procedures Under Sections 503 and 504". Information requests may be directed to:

National Center for Law and the Handicapped, Inc.
1235 North Eddy Street
South Bend, Indiana 46617

— Rights of the Physically Handicapped: A Layman's Guide to the Law, Marshall, Minesota Southwest State University, 1976. (*)

— A Summary of Selected Legislation Relating to the Handicapped, 1974 (DHEW Office of Human Development) and Legislation in the 94th Congress Affecting the Handicapped (Congressional Research Service, Library of Congress)—available from the Committee on Education and Labor, Subcommittee on Select Education, House of Representatives, 2178 Rayburn House Office Building, Washington, D.C. 20515.

— Law Review of DePaul University School of Law, Chicago, Illinois, Summer 1978, edition devoted entirely to legal issues pertinent to employment of the handicapped. (*)

— **The Handicapped Persons Legal Support Unit** serves residents of New York City who meet certain financial eligibility requirements and will refer persons from outside of the city to other appropriate agencies. It specializes in civil rights issues, serves as a clearinghouse regarding laws pertinent to disability and also deals with individual problems involving government benefits, matrimonial problems and landlord-tenant issues.

Handicapped Persons Legal Support Unit
373 Park Avenue South, 7th Floor
New York, New York 10016
(212) 689-6101

— DHEW has an office which can offer assistance with civil rights issues:

Office of Programs Review and Assistance
Office of Civil Rights
HEW North Building
330 Independence Avenue, S.W.
Washington, D.C. 20201

CAREER EXPLORATION AND VOCATIONAL EVALUATION

— **The Southwest Iowa Learning Resources Center** has produced Project Discovery, a "hands-on" career exploration system. Ten packages make up the "Special Edition", designed for special needs populations to include poor readers and field tested among schools for the deaf around the country. The occupational clusters include: Construction, Transportation, Business and Office, Marketing and Distribution, Communications and Media, Public Service, Agribusiness and Natural Resources, Consumer and Homemaking Health Occupations. A guidance and counseling component has been prepared to accompany these materials. For further information, contact:

Project Discovery
Southwest Iowa Learning Resources Center
401 Reed Street
Red Oak, Iowa 51566 (*)

— **Project CAREER of the Massachusetts Center for Occupational Education** has produced a series of Career Guidance Pacs and Occupational Competence Pacs, covering the 15 work clusters into which the U.S. Office of Education has divided the world of work and containing two types of information.

a) Career preparation analysis charts—a single page of information dealing with what a person should consider while choosing and preparing for a job and b) task outlines—the major responsibilities and groups of identifiable tasks performed within an occupation, arranged in outline form.

The Competence Pacs contain special coding to indicate attainability by handicapped persons. For information, contact:

Mr. Vincent P. Lamo
Executive Director
Massachusetts Center for Occupational Education
2 Sun Life Park
100 Worcester Street
Wellesley Hills, Massachusetts 02181
Telephone: (617) 235-7020 (*)

— **Chronicle Guidance Publications, Inc.** of Moravia, New York 13118 produces packets of occupational briefs—over 490 titles—regularly updated and revised to reflect new conditions and criteria on the job and occupational View-Decks—information retrieval systems designed to accommodate students with physical limitations as well as the general counseling audience. Chronicle's descriptive literature states:

> With the unit, students can identify their strengths and limitations objectively and non-competitively. They can compare those chosen characteristics with requirements of more than 600 occupations and over 2000 related occupations to arrive at occupations they might competently perform.

Write to Mr. Robert H. Crawford, Sales Manager at the above address for further information. (*)

— **Goodwill Industries** of Chicago has sponsored the development of the Hester Evaluation System M.O.V.E. (Multidimensional Objective Vocational Evaluation) by Edward J. Hester, Ph.D. (an industrial psychologist) of 120 South Ashland Boulevard, Chicago, Illinois 60607, Telephone: (312) 738-3860. The descriptive brochure says:

> The Hester Evaluation System (M.O.V.E.) is a computerized method of assessing a person's vocational abilities. It consists of 32 factor-pure tests which take approximately three hours to administer. After testing, the raw scores plus some additional characteristics about the individual are fed into a computer. The computer analyzes the individual's scores to determine how his or her abilities relate to those jobs contained in The Dictionary of Occupational Titles. This review of the individual's abilities is done both by major job families and by individually looking at more than 1500 jobs. . . . While the Hester Evaluation System may be used by itself in a vocational counseling and guidance setting, it does not duplicate the information given by the other major vocational evaluation systems. Therefore, it can be used very effectively in conjunction with the Singer-Graflex Evaluations system, the Philadelphia J.E.V.S. system or T.O.W.E.R.(*)

— Vocational Evaluation for Rehabilitation Services, by Richard E. Hardy and John G. Cull, American Lecture Series in Social and Rehabilitation Psychology, Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue., Springfield, Illinois 62703, 358 p., 1973, $16.75.

This book contains studies on work evaluation and adjustment, counseling and testing. (*)

— A Directory of Information on Tests, by Thomas E. Backer

The ERIC Clearinghouse on Tests, Measurement and Evaluation has published this directory of books, information systems and other materials that could be useful to the counselor seeking information on testing the disabled. It includes a section called "Strategies for Using these Sources". The monograph is available from the ERIC Clearinghouse at:

Educational Testing Service
Princeton, New Jersey 08540 (*)

FILMS for SENSITIZATION (*)

Recommended by Catherine Kelley, McLennan Community College, Waco, Texas for Awareness Week Program:

— "Tom Morrison, Executive" (Cerebral Palsy)

— "A Day in the Life of Bonnie Consolo" (Armless)

— "The Silent Drum" (Deafness—produced by the National Technical Institute for the Deaf, Rochester, New York)

— "Heidelberg '72" (Wheelchair Olympics)

EPILEPSY:

— "Epilepsy: Don't Look Away" (10 minutes, color) for the general public. Available from Epilepsy Foundation of America, $110.

— "Pass the Word" (13 minutes, color) for vocational counselors and employers, available from Epilepsy Foundation of America, $110.

— "For Those Who Teach" (13 minutes, color)—how to handle epilepsy in the classroom. Available from Epilepsy Foundation of America, $110.

— "For Those Who Help" (12 minutes, color)—procedures for police, firemen, emergency squads. Available from Epilepsy Foundation of America, $110.

— "Image of Epilepsy" (16 minutes, color)—Three types of seizures, through the eyes of school children with epilepsy. Available from the Colorado Epilepsy Association, 1835 Gaylord Street, Denver, Colorado 80206, $105.

AMPUTATION:

— "One Step at a Time" (16 mm, b/w, 15 minutes, 1963), $12 rental, distributed by International Film Bureau, 322 South Michigan Avenue, Chicago, Illinois 60604.

PARAPLEGIA:

- "Beating the Averages" (16 mm., color, 30 minutes)—discussion of feelings in group session, free loan, distributed by Chief Distribution Center, National A-V Center (G.S.A.) National Archives and Records Sevice, Washington, D.C.
- "Paraplegic Patient Education: Activities in Your New Life" (16 mm, color, 7 minutes)—problems of adjustment after disease or accident—free loan, distributed by Media Resources Branch, National Medical Audio-Visual Center (annex), Station K, Atlanta, Georgia 30324.

OTHER:

- "A Fighting Chance"—blinded Vietnam Veteran—available through The President's Committee on Employment of the Handicapped.
- "Everyday Champions" (26 minutes)—three differently handicapped employees of Bell Telephone Company at work (armless, visually impaired, hearing impaired)—available through Richard Stone, Personnel Manager, Michigan Bell. Telephone: (312) 223-7886.
- "These Are the Good People"—Hughes Aircraft Company employees. Available from Gemini Productions, 65-35 Homewood Avenue, Hollywood, California 90028.
- "Come Work With Us"—employment situations. Available from West Virginia Research and Training Center, 1223 Myers Avenue, Dunbar, West Virginia 25064.

FILMSTRIP/CASSETTE SETS

- S-1712—Physically Handicapped Workers in Business and Distributive Occupations
- S-1713—Physically Handicapped Workers in Trade, Technical and Industrial Occupations
- S-1714—Physically Handicapped Workers in Service Occupations

All three above are products of :

Vocational Education Resource Materials Collection
Center for Vocational Studies and Technical Education
Box 49, University of Wisconsin-Madison
Madison, Wisconsin 53706

GRANT INFORMATION

- **Federal Funding Source:**

  Melvin R. Ladson, Jr.
  Coordinator, Regional Education Programs for Handicapped Persons
  Bureau of Education for the Handicapped
  Room 3121, Donahue Building
  400 Maryland Avenue, S.W.
  Washington, D.C. 20202
  Telephone: (202) 245-9722

- Washington Report—a bi-weekly newsletter of developments in the Capitol prepared by the Washington Office of the State University of New York, Suite 500, 1730 Rhode Island Avenue, N.W., Washington, D.C. 20036. Telephone: (206) 659-2330.
- "504" Regulations: State University of New York:

  A newsletter called SUNY 504 Report, serving as a source and clearinghouse of information relevant to these regulations, is being published by the Office of Educational Services, State University of New York, State University Plaza, Albany, New York 12246. Telephone: (518) 473-4085.

- HEW Table of Organization:

  Of interest to those planning to apply for federal aid is the recent restructuring of Offices and Bureaus within the Department of Health, Education and Welfare. Reflecting heightened interest in disabled citizens, a comprehensive Administration for Handicapped Individuals (AHI) has been newly created within the Office of Human Development Services.

  AHI encompasses the following divisions:

  - Rehabilitation Services (including the Office of Handicapped Individuals and the White House Conference on Handicapped Individuals)

— Grants Management Budget
— Developmental Disabilities
-- Public Service Administration
— Children, Youth and Family Division
— Administration on Aging
— Federal Council on the Aging
— Office of Native Americans
— President's Committee on Mental Retardation
— Office of Rural Development
— Office of Manpower (including the Architectural and Transportation Barriers Compliance Board)
— Office of Volunteer Development
— Office of Veterans Affairs
— Office of Youth Development

— The Department of Housing and Urban Development (HUD) has created an Office of Independent Living for the Disabled (OILD), Washington, D.C. 20410.

FEDERAL DEPOSITORY LIBRARIES

		Depository No.
Albany	New York State Library—Regional	387
	State University of New York at Albany Library (1964)	421A
Auburn	Seymour Library (1972)	431
Bayside	Queensborough Community College Library (1972)	418
Binghamton	State University at Binghamton Library (1962)	425A
Brockport	State University of New York, Drake Memorial Library (1967)	430A
Bronx	Herbert H. Lehman College Library (1967)	390C
	New York Public Library, Mott Haven Branch (1973)	411
Bronxville	Sarah Lawrence College Library (1969)	415A
Brooklyn	Brooklyn College Library (1936)	397
	Brooklyn Law School, Law Library (1974)	396B
	Brooklyn Public Library (1908)	398
	Polytechnic Institute of Brooklyn, Spicer Library (1963)	396A
	Pratt Institute Library (1891)	396
	State University of New York, Downstate Medical Center Library (1958)	404
Buffalo	Buffalo and Erie County Public Library (1895)	432
	State University at Buffalo, Lockwood Memorial Library (1963)	433
Canton	St. Lawrence University, Owen D. Young Library (1920)	391
Corning	Corning Community College, Arthur A. Houghton, Jr. Library (1963)	434A
Cortland	State University of New York, College at Cortland, Memorial Library (1964)	399
Delhi	State University Agricultural and Technical College Library (1970)	417A
Douglaston	Cathedral College Library (1971)	395A
East Islip	East Islip Public Library (1974)	394B
Elmira	Elmira College, Gannet-Tripp Learning Center (1956)	425
Farmingdale	State University Agricultural and Technical Institute at Farmingdale Library (1917)	392
Flushing	Queens College, Paul Klapper Library (1939)	435
Garden City	Adelphi University, Swirbul Library (1966)	390A
	Nassau Library System (1965)	427A

Geneseo	State University College, Milne Library (1967)	430
Greenvale	C.W. Post College, B. Davis Schwartz Memorial Library (1965)	395
Hamilton	Colgate University Library (1902)	423
Hempstead	Hofstra University Library (1964)	427
Ithaca	Cornell University Library (1907)	388
	New York State Colleges of Agriculture and Home Economics, Albert R. Mann Library (1943)	428
Jamaica	Queensborough Public Library (1926)	393
	St. John's University Library (1962)	401
Kings Point	U.S. Merchant Marine Academy Library (1962)	400
Mount Vernon	Mount Vernon Public Library (1962)	419
New Paltz	State University College Library (1965)	436A
New York City	City University of New York, City College Library (1884)	412
	College of Insurance, Ecker Library (1965)	402A
	Columbia University Libraries (1882)	410
	Cooper Union Library (1930)	405
	Fordham University Library (1937)	414
	Medical Library Center of New York (1976)	412A
	New York Law Institute Library (1909)	402
	New York Public Library (Astor Branch) (1907)	408
	New York Public Library (Lennox Branch) (1884)	408A
	New York University Libraries (1967)	390B
	New York University Law Library (1973)	390
	State University of New York, Maritime College Library (1947)	416
Newburgh	Newburgh Free Library (1909)	417
Niagara Falls	Niagara Falls Public Library (1976)	430B
Oakdale	Dowling College Library (1965)	394A
Oneonta	State University College, James M. Milne Library (1966)	399A
Oswego	State University College, Penfield Library (1966)	391A
Plattsburgh	State University College, Benjamin F. Feinberg Library (1967)	420B
Potsdam	Clarkson College of Technology, Harriet Call Burnap Memorial Library (1938)	422
	State University College, Frederick W. Crumb Memorial Library (1964)	422A
Poughkeepsie	Vassar College Library (1943)	436
Purchase	State University of New York, College at Purchase Library (1969)	419A
Rochester	Rochester Public Library (1963)	429A
	University of Rochester Library (1880)	429
St. Bonaventure	St. Bonaventure College, Friedsam Memorial Library (1938)	434
Saratoga Springs	Skidmore College Library (1964)	420
Schenectady	Union College, Schaeffer Library (1901)	421
Southhampton	Southhampton College Library (1973)	395B
Staten Island	Wagner College, Hormann Library (1953)	409
Stony Brook	State University of New York at Stony Brook Library (1963)	394
Syracuse	Syracuse University Library (1878)	426
Troy	Troy Public Library (1869)	420A
Utica	Utica Public Library (1885)	424
West Point	U.S. Military Academy Library	389
Yonkers	Yonkers Public Library (1910)	436B
Yorktown Heights	Mercy College at Fox Meadow Library	436B

INSTITUTIONS: RESEARCH and SERVICE

— **Human Resources Center**
I.U. Willets Road
Albertson, Long Island, New York 11507

This is a private, non-profit organization dealing with rehabilitation concerns through three divisions:

Abilities, Inc., a demonstration center for industrial and clerical employment for the disabled, educable retarded adults, the disadvantaged and the aged.

Human Resources School, for disabled children who would otherwise be homebound, pre-school through high school.

Human Resources Research and Training Institute, which conducts research, demonstration, evaluation and training programs related to the disabled, retarded, disadvantaged and aged.

As a consequence of these activities, the Center is a good information resource relative to teaching and counseling individuals with handicaps. The following useful booklets have been prepared by Center staff and are available to the public:

No. 1— General Information to Help the Recently Disabled
No. 2— The Rehabilitation Facility and its Specialities
No. 3— Financial Assistance for the Disabled
No. 4— Vocational and Educational Opportunities for the Disabled

— **Institute of Rehabilitation Medicine**
400 East 34th Street
New York, New York 10016
(212) OR 9-3200

This division of the New York University Medical Center provides physical, occupational, speech and hearing therapies; psychiatric, psychological, social and vocational services; and prosthetic, low back and hand services for physically handicapped adults and children on in-or out-patient basis. Among its vocational services are counseling, testing, work try-outs and placement. The vocational Services Department also conducts a Summer Work Program for Severely Physically Disabled Students, placing students in jobs reflecting their interests and skills, and providing special transportation between home and job for most of them. The telephone extension for this division is 2172.

— **ICD (Institute for the Crippled and Disabled) Rehabilitation and Research Center**
340 East 24th Street
New York, New York 10010
(212) 679-0100

ICD, affiliated with New York University, is active in rehabilitation research and professional education, and is a prominent vocationally-oriented out-patient rehabilitation center. It provides vocational services (work evaluation, skills training, counseling, placement), medical services (examination, diagnosis, prescription and treatment for conditions such as amputations, diseases of the bone, joints and muscles, neurological disabilities, and back and neck pain), social adjustment services (psychiatric screening, diagnosis and treatment, psychological services, counseling for patients and their families, and retraining for the brain-damaged) and speech and hearing services.

Counselors may find ICD useful as a source of information regarding handicapping conditions, for professional education, and as a referral resource for students.

— **Institute for Research and Development in Occupational Education**
Center for Advanced Study in Education
City University of New York
33 West 42nd Street
New York, New York 10036

IRDOE is involved in organizing programs which deliver services to disabled students at community colleges through a "network process". One of its activities has been the sponsorship of workshop/conferences, "responding to the needs of the Handicapped". In its publication, Implementation for Strategies for the Handicapped II, which reports on its 1976 workshop and conference, the Institute director encourages contacts and participation by all concerned agencies and persons.

— **Project for Handicapped College Students**

The United States Office of Education has funded this project at Teachers College, Columbia University, to assist disabled students on campuses within 50 miles of New York City. The project provides assistance only upon request of a college whose existing services are insufficient. Services to the student and/or the college are free of charge and may include:

— counseling
— placement
— consultation regarding barriers, resources
— assistance to faculty in program adaption
— funds for readers, interpreters, aides, assistive equipment.

For information contact:

Diane Woods
Teachers College Project for
Handicapped College Students
Box 97
525 West 120th Street
New York, New York 10027

— **Rehabilitation Engineering Centers**

The Rehabilitation Services Administration of HEW has established several Rehabilitation Engineering Centers whose purpose is to develop new ways of applying medical, scientifice and psychological information and technology to the solution of rehabilitation problems.

Handicapped individuals or counselors working with employers to make accommodations that will satisfy the needs of both the work place and handicapped employees, may wish to turn to these centers for suggestions and assistance. Following is a list of Centers and their areas of concentration.

1. Rancho Los Amigos, Downey, California: Functional electrical stimulation for stroke patients. Electrical stimulation of some marginally ambulatory patients has allowed a higher level of mobility.
2. San Francisco Rehabilitation Engineering Center, Smith-Kettlewell Institute of Visual Sciences, San Francisco, California: Sensory aids for the blind and deaf. A major emphasis at this Center is solving vocational rehabilitation problems. For example, precise pressure transducers have been developed to assist blind refrigeration and air-conditioning repairmen; a device was developed to permit a blind lathe operator to center material accurately; and several speech output systems have been developed.
3. Moss Rehabilitation Center, Philadelphia, Pennsylvania: Precise identification of weight stress permits optimal design of artificial legs or lower-limb orthoses.
4. Harvard-M.I.T. Rehabilitation Engineering Center, Cambridge, Massachusetts: Research aids design of assistive devices. For example, complex research yields better understanding of the neural control and complex dynamics of gait and leads to the development of simple treatments and uncomplicated assistive devices.
5. Texas Institute for Rehabilitation and Research, Houston, Texas: Pressure evaluation pad. This work can lead to the prevention of decubitus ulcers (bed sores) which are a common and costly complication for individuals with spinal cord injuries.
6. Northwestern University Rehabilitation Engineering Program, Evanston, Illinois: The work at this institution is related to the replacement of diseased or damaged joints with artificial components.

— Regional Rehabilitation Research Institutes

The Rehabilitation Services Administration has also established a number of Regional Rehabilitation Research Institutes which, according to Nathan E. Acre, Program Officer, are responsible for programmed research useful to administrators, practitioners and consumers; preparation of state-of-the-art monographs; and providing technical assistance to state rehabilitation agencies, Regional Offices and the Central offices of RSA.

School of Social Work RRRI Columbia University 622 West 113th Street New York, New York 10025 Dr. Sheila Akabas, Director	Core Area: The role of the unions and management in improving job opportunities for the handicapped
George Washington University RRRI 2201 "C" Street, N.W. Washington, D.C. 20052 Dr. Charles Ruder, Director	Core Area: Attitudinal, legal and leisure time barriers to the disabled.
School of Education RRRI University of Michigan Ann Arbor, Michigan 58109 Dr. Don K. Harrison, Director	Core Area: Program evaluation instruments and methodology.
Colorado Seminary RRRI University of Denver Denver, Colorado 80631 Dr. Edward Baumheler, Director	Core Area: Interagency linkages.
Portland State University RRRI P.O. Box 751 Portland, Oregon 97207 Mr. Leslie James, Director	Core Area: Job development/job placement for the severely handicapped

— Wisconsin Vocational Center

One of the major concerns of this Center is research related to the vocational education of the handicapped. One of its activities is a Handicapped Modification Project involving the adaptation of existing vocational programs; another is the publication of a series of pamphlets called It's About Time (various handicapped populations) Came Out in the Open.

They are well-written and informative, including discussion of causes, sub-categories of the disabling condition, and limitations and problems which may be associated with the various conditions. Among the eight pamphlets are those devoted to Visual Impairments, Hearing Impairments and three on disabilities (I, II, III). Physical Disabilities, Part I has an encouraging Veterans Administration list of occupations held by paraplegic veterans of World War II and Korea—it includes professional, technical, managerial, clerical and mechanical activities.

The 1977 Projects Report, Modifying Vocational Programs for the Handicapped bears catalog number 168 and costs $4.00.

The publication may be ordered from:

Publication Unit, Room 342
Wisconsin Vocational Studies Center
University of Wisconsin-Madison
321 Education Building, Box 49
Madison, Wisconsin 53706

Orders under $5.00 are charged a $2.00 handling fee.

Other information on Center projects may be obtained by writing to:

Roger H. Lambert, Associate Director
Wisconsin Vocational Studies Center
same address as above

ADDITIONAL RESOURCES for the HEARING IMPAIRED

— **National Technical Institute for the Deaf**
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623
(716) 475-6400

This college provides educational opportunities in professional and semi-professional technical careers for persons with substantial hearing impairments. It has designed or adapted curricula and classes specifically for the needs of this special population. NITD students may also enroll full- or part-time in other RIT associate, baccalaureate and master's degree programs.

— **Agencies Serving the Hearing Impaired:**

— **New York League for the Hard of Hearing**
71 West 23rd Street
New York, New York 10010
(212) 741-7650

The League, which encourages the integration of the hearing impaired with their hearing peers, offers a comprehensive program of testing, health care, rehabilitation and public education including audiological and communication therapies, social work and counseling, institutional referral, recreation, community outreach and hearing aid dispensing.

Reasonable fees are charged to those who can afford to pay.

There are no other League offices, but the agency provided the following list of other accredited clinical services in New York State. Most of those listed accept referrals from any source; some only accept referrals from professional sources or other agencies; New York Hospital and the Hospital of the Albert Einstein College of Medicine accept only medical referrals; and the Syracuse Veteran's Administration Hospital restricts its services to military personnel and veterans.

Northestern New York Speech
Center, Inc.
135 Western Avenue
Albany, New York 12203
(518) 472-3730

Hospital of the Albert Einstein
College of Medicine
Audiology Clinic
1600 Tenbroeck Avenue
Bronx, New York 10461
(212) 430-2959

Montefiore Hospital & Medical Center
Speech & Hearing Center
111 East 210th Street
Bronx, New York 10476
(212) 920-5445

Mount Sinai Ursula Speech Center
200th Street and Marion Avenue
Bronx, New York 10458
(212) 584-7679

Donald R. Reed Speech Center
25 Main Street
Mt. Kisco, New York 10549
(914) 666-2142

City School District
515 North Avenue
New Rochelle, New York 10801
(914) 632-9000

Hunter College of the City
University of New York
Center for Communication Disorders
105 East 106th Street
New York, New York 10029
(212) 360-5063

Institute of Rehabilitation Medicine
New York University Medical Center
Speech & Pathology Services
400 East 34th Street
New York, New York 10016
(212) 679-3200

Queens College of the
City of New York
Speech and Hearing Center
65-30 Kissena Boulevard
Flushing, New York 11367
(212) 529-7358

Hofstra University
Speech and Hearing Center
Hempstead, New York 11550
(516) 560-3250

Lexington Hearing & Speech Center
Lexington School for the Deaf
30th Avenue & 75th Street
Jackson Heights, New York 11370
(212) 899-8800

North Shore University Hospital
Speech & Hearing Center
300 Community Drive
Manhasset, New York 11030
(516) 562-2477

Roosevelt Hospital
Communication Disorders
428 West 59th Street
New York, New York 10019
(212) 554-7047

Teachers College, Columbia
University
Speech & Hearing Center
525 West 120th Street
New York, New York 10027
(212)-678-3409

Donald R. Reed Speech Center
Phelps Memorial Hospital
North Tarrytown, New York 10591
(914) 631-5100

State University
SUNY Upstate Medical Center
Communication Disorder Unit
766 Irving Avenue
Syracuse, New York 13210
(315) 473-4806

Lenox Hill Hospital
Center for Communication Disorders
100 East 77th Street
New York, New York 10021
(212) 794-4821

Mount Sinai Hospital
Communication Disorders Center
100th Street and 5th Avenue
New York, New York 10029
(212) 650-6153

New York Hospital
Cornell University Speech &
Hearing Center
525 East 68th Street
New York, New York 10021
(212) 472-6050

Veterans Administration Hospital
Audiology & Speech Pathology Service
Irving Avenue & University Place
Syracuse, New York 13210
(315) 476-7661

Burke Rehabilitation Center
Speech & Hearing Services
785 Mamaroneck Avenue
White Plains, New York 10605
(914) 948-0050

Yonkers General Hospital
Speech Department
127 Ashburton Avenue
Yonkers, New York 10701
(914) 965-8200 ext. 27,.274

There are many non-accredited programs throughout the state as well. The League recommends that these be used only when no accredited program is accessible. The list of these programs is available from:

The American Speech and Hearing
Association
9030 Old Georgetown Road
Bethesda, Maryland 20014

64

— **Interpreters:**

New York State Registry of Interpreters for the Deaf
338 Village Boulevard
Baldwinsville, New York 13027

New York Metro Registry of Interpreters for the Deaf
35-16 80th Street
Jackson Heights, New York 11372

Registry of Interpreters for the Deaf
Post Office Box 1339
Washington, D.C. 20013

The president of one of the chapters can be contacted about interpreting services, or the national office can be asked for a directory.

— **American Annals of the Deaf**
5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

This journal is published six times a year for professionals working with the deaf. In April it offers a directory of pertinent programs and services, and a membership list of American Instructors of the Deaf. This April Directory issue is available for $5.00. A subscription to the Annals costs $12.50 a year.

— **The Alexander Graham Bell Association for the Deaf, Inc.**
3417 Volta Place, N.W.
Washington, D.C. 20007
(202) 337-5220

One function of the Bell Association is the collection and dissemination of information on hearing impairment. The Volta Bureau Library is open to all, but only members of the Association may borrow selected publications. The Association also publishes and distributes books and pamphlets on deafness, hearing and speech. The Volta Review, published nine times a year, offers articles on new techniques for the education of the deaf and notes events of interest to this population. Student subscriptions are $10.00 a year.

— **The National Association of the Deaf** has published a catalog of books, films and merchandise available through their organization. Requests for the listing and order forms should be mailed to: Publishing Division, National Association of the Deaf, 814 Thayer Avenue, Silver Springs, Maryland 20910.

— **Long Island University** in Brooklyn, New York is initiating the only formalized four-year Liberal Arts program to mainstream deaf students in the New York Metropolitan area. Sign-language interpreters, in-class notetakers and a full-time Deafness Remediation Specialist will provide necessary supports.

— **Educational materials** appropriate for teaching deaf students have been developed by Project Life/General Electric Education Support Project. For information, write to:

Programmed Assistance to Learning and Education of the Handicapped
Project Life/General Electric Education Support Project
Riner Road
Schenectady, New York 12305

S = indicates special classes are offered for the deaf

R = the deaf attend regular courses, and one or more special services are available—for example: interpreters, tutoring, notetaking services, manual communication training for deaf students and/or instructors, counseling.

Community College R&S	Jefferson State Vocational/ Technical School R	Delgado Junior College R & S	Charles Stewart Mott Community College R	State Technical Institute & Rehabilitation Center R	St. Paul Technical Vocational Instit. R & S	New Hampshire Vocational/ Technical College R	New York University R	Central Piedmont Community College R	Columbus Technical Institute R	Portland Community College R & S	Community College of Allegheny County R	Community College of Philadelphia R	Chattanooga State Technical Community College R & S	Tennessee Temple Schools R & S	Eastfield College R & S	Lee College R & S	Tarrant County Junior College District R	Utah State Univ. R & S	Seattle Community College R	North Central Technical Institute R	Geo. Brown College of Appl. Arts & Tech. R&S
									✓							✓		✓			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓		✓		✓	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓
		✓		✓	✓				✓										✓		✓
					✓													✓	✓		✓
																		✓			
✓		✓					✓				✓	✓		✓	✓	✓		✓			
		✓	✓	✓	✓	✓			✓			✓	✓					✓			✓
✓		✓	✓		✓		✓		✓	✓					✓	✓	✓	✓	✓		✓
	✓	✓	✓	✓	✓	✓		✓					✓	✓		✓				✓	✓
	✓			✓				✓								✓			✓		
			✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓		✓
	✓	✓	✓	✓	✓			✓		✓					✓	✓			✓		

BLANK PAGE DO NOT FIL

Pages 42p and 42q have been deleted due to irreproducibility. They contained a table from A Guide to College/Career Programs for Deaf Students, revised 1975, produced by Gallaudet College and the National Technical Institute for the Deaf (NTID).

Addresses of schools listed in preceding chart:

Rochester Institute of Technology
National Technical Institute
for the Deaf
One Lomb Memorial Drive
Rochester, NY 14623

California State University
Center on Deafness
18111 Nordhoff Street
Building S
Northridge, CA 91324

El Camino College
Disabled Students' Program—
Hearing Impaired Division
16007 Crenshaw Boulevard
Torrance, CA 90506

Golden West College
Hearing Impaired Program &
Disabled Student Services
15744 Golden West Street
Huntington Beach, CA 92647

Ohlone College
Department for the Hearing
Impaired
43600 Mission Boulevard
P.O. BOX 909
Fremont, CA 94638

Pasadena City College
Hearing Impaired Program
1570 East Colorado Boulevard
Pasadena, CA 91106

Riverside City College
Program for the Deaf
4800 Magnolia Avenue
Riverside, CA 92506

San Diego Community Colleges
Resource Center for the
Handicapped
4033 Ruffin Road
San Diego, CA 92123

Valley Vocational Adult School
Deaf Program
15359 East Proctor
City of Industry, CA 91744

Community College of Denver
Programs for the Hearing Impaired
1001 East 62nd Avenue
Denver, Colorado 80216

St. Petersburg Junior College
Program for the Deaf
P.O. Box 13489
St. Petersburg, FLA 33733

University of South Florida
Division of Vocational Rehabilitation
Department of Health and
Rehabilitation Services
4809 North Armenia
Tampa, FLA 33603

Floyd Junior College
Paraprofessional Training Program
in Deaf Education
P.O. Box 1864
Rome, GA 30161

College of Southern Idaho
Program for the Deaf
1300 Kimberly Road
Twin Falls, Idaho 83301

Northern Illinois University
Program for Speech & Hearing
Impaired
Health Service, Room 308
Department of Communication Disorders
DeKalb, Illinois 60115

Waubonsee Community College
Waubonsee Hearing Impaired Program
P.O. BOX 508
Sugar Grove, IL 60554

William Rainey Harper College
Hearing Impaired Program
Algonquin & Roselle Roads
Palatine, IL 60067

Iowa Western Community College
Program for the Hearing Impaired
2700 College Road
Council Bluffs, Iowa 51501

Johnson County Community College
Hearing Impaired Program
111th and Quivira Road
Overland Park, Kansas 66210

Jefferson State Vocational Technical
School
3101 Blue Bird Lane
Jeffersontown, Kentucky 40299

Delgado Junior College
Program for the Deaf & Hard of Hearing
615 City Park Avenue
New Orleans, Louisiana 70119

Charles Stewart Mott Community College
Program for Hearing Impaired
1401 East Court Street
Flint, Mich. 48503

State Technical Institute &
Rehabilitation Center
Deaf Services
Alber Drive
Plainwell, MICH 49080

St. Paul Vocational Institute
Program for Deaf Students
235 Marshall Avenue
St. Paul, Minn 55102

New Hampshire Vocational-
Technical School
Vestibule Program
Claremont, NH 03743

Central Piedmont Community College
Post Secondary Program for the Deaf
P.O. BOX 4009
Charlotte, NC 28204

Columbus Technical Institute
Technical Education Programs for the Deaf
Box 1609
Columbus, Ohio 43216

New York University
Deafness Research & Training Center
80 Washington Square East
Room 57
New York, NY 10003

Portland Community College
Special Education Services
12000 S.W. 49th Avenue
Portland, Oregon 97219

Community College of Allegheny County
Supportive Services
Boyce Campus
595 Beatty Road
Monroeville, Penn. 15146

Community College of Philadelphia
Program for Hearing Impaired Students
34 South 11th Street
Philadelphia, PA 19107

Chattanooga State Technical Community College
Educational Program for the Hearing
Impaired
4501 Amnicola Highway
Chattanooga, Tenn 37406

Tennessee Temple Schools
Tennessee Temple School for the Deaf
1814 Bailey Avenue
Chattanooga, Tenn 37404

Eastfield College
Services for Handicapped Students
3737 Motley Drive
Mesquite, TX 75149

Lee College
Hearing Impaired Project
Box 972
Baytown, TX 77520

Tarrant County Junior College
District—Service Center
for Opportunities to Overcome
Problems
828 Harwood Road
Hurst, TX 76053

Utah State University
Facilitative Program for the
Hearing Impaired
UMC 10
Logan, Utah 84322

Seattle Community College
Program for Deaf Students
1801 Broadway
Seattle, Wash. 98122

North Central Technical Institute
Program for the Hearing Impaired
1000 Schofield Avenue
Wausau, Wisconsin 54401

George Brown College of Applied
Arts & Technology
Support Services for the Hearing
Impaired
Casa Loma Campus
Toronto
Ontario MST 2T9
Canada

The Office of Demographic Studies at Gallaudet College has assumed the task of maintaining current basic information on post-secondary programs for the deaf nationally.

Gallaudet College
Washington, D.C. 20002

ADDITIONAL RESOURCES for the VISUALLY IMPAIRED

— **American Foundation for the Blind**
15 West 16th Street
New York, New York 10011
(212) 924-0420

The American Foundation for the Blind does research, collects and provides information, and offers counsel on matters that may improve services to the blind. Of particular interest to the college counselor are the following:

— AFB operates a well-stocked salesroom at the above address, open between 9 A.M. and 4 P.M. weekdays. It carries items specifically designed for visually handicapped persons, items sold to the general public which have been adapted for the unusally handicapped, and nonadapted convenient items. An illustrated catalog of its aids and appliances is available. Non-profit agencies which certify sale of items to their clients may have a five percent discount on orders over $250. The Agency Hotline is (212) 924-2160; the Individual Hotline for credit card orders is (212) 924-2219.

— The agency has specialists to provide assistance and information to local agencies and schools.

— It provides information and referral for the general public, professionals and the visually handicapped and their families.

— The Foundation administers a travel concession plan which permits a blind person and his guide reduced fares on most railroad and bus lines in the country.

— The Foundation publishes more than 150 informational materials including monographs, handbooks, curriculum guides and newsletters.

Among these is Washington Report, a bi-monthly published in ink and Braille describing legislation and the activities of federal agencies relevant to the blind. AFB has also published Directory of Agencies Serving the Visually Handicapped in the U.S., available for $10.00. This volume includes lists of services, specialized agencies and organizations on a state and local level, as well as compilations of other resources of interest to the blind.

— AFB rents or sells a number of films about blindness. Among the most interesting titles are As a Blind Person, a profile of a blind teacher and school principal; Out of Left Field, a demonstration of how the visually impaired can be integrated with sighted peers; Curt, a presentation of a day in the life of a blind electrical engineering student.

— **New York Association for the Blind (The Lighthouse)**
111 East 59th Street
New York, New York 10022
(212) 355-2200

The Lighthouse serves residents of Manhattan, Queens, the Bronx, Richmond and Westchester County. It will serve residents of other areas only if there is no similar program there. Among its services are evaluation, training in orientation and mobility, communication, personal management; vocational training; and placement. The Lighthouse library contains taped, Braille and large print materials. They do not have a mailing service.

Volunteer readers are provided for college and graduate students, who must come to the Lighthouse for this service. Appointments with readers can be arranged through Ms. Florence Cayer. Other Lighthouse facilities are at:

36-20 Northern Boulevard
Long Island City, New York

60-05 Woodhaven Boulevard
Rego Park, Queens, New York
346 Mamaroneck Avenue
White Plains, New York

— **Jewish Guild for the Blind**
15 West 65th Street
New York, New York 10023
(212) 595-2000

Among the services offered by the Jewish Guild for the Blind are evaluation of vocational interests and skills; placement; and instruction in independent travel, activities of daily living and self-management. The agency has a Braille and tape cassette library.

— Handbook for Blind College Students—This handbook, published in 1975 by the National Federation of the Blind, Student Division, is useful reading for counselors and worth having on hand as a reference document.

The contents include, for example:

- Tips on Techniques (re employment of readers, classroom procedures, etc.)
- Use of Rehabilitation Services
- Use of Library Services
- Machine Lending Agencies
- Print Book Enlargement Agencies

In New York, the **National Federation of the Blind** is at:

3109 Dell Drive
Niagara Falls, New York 14304

The National Federation of the Blind also provides blindness information clearing-house service via a toll-free telephone hotline, 800-424-9770.

— **Baruch Computer Center for the Visually Impaired**
Mailing address: Box 264
Baruch College, City University of New York
17 Lexington Avenue
New York, New York 10010

Location: Baruch College, City University of New York
42 East 26th Street
New York, New York 10010
(212) 725-7644
Ms. Randi Baker, Associate Director

The mandates of this newly-established resource are:

1. through periodic workshops, to teach computer literacy to visually-impaired students, faculty members and researchers
2. to print short Braille documents as needed by the academic community
3. to add to the software and hardware inventories of the Center
4. to develop, in time, a graduate program to train teachers of the visually-impaired in computer technology
5. to act as consultants to industry and the public sector for the development of pertinent accommodations for the visually-impaired. For example, the Center can work with banks to develop Braille bank statements and with companies wishing to provide Braille bills.

The Center hopes to have a tactographic facility in operation soon which can translate graphs and maps into raised documents. Also available are a voice synthesizer, an enlarged print output device, and a Braille printing interactive terminal.

The Center will print in Braille, documents up to five page (for example, reading lists, syllabi, term assignments), and in special instances, up to fifteen. The cost for this service to individuals outside the City University system is $1.00 a page for the first copy, and $.35 a page for additional copies. There is no charge within the City University community.

— Legally blind New York State residents 14 years of age or older are eligible for free diagnostic evaluation and vocational rehabilitation services which may include college and training fees, recording devices, books, supplies, travel and maintenance costs.

Additional information is available *from*:

The Commission for the Visually Handicapped
N.Y.S. Department of Social Services
1450 Western Avenue
Albany, New York 12243

or one of the following area offices of the Commission:

135 Delaware Avenue
Buffalo, New York 14202
(716) 842-4460

36 West Main Street
Rochester, New York 14614
(716) 454-4272

333 East Washington Street
Syracuse, New York 13202
(315) 473-8417

74 State Street
Albany, New York 12207
(518) 474-6146

202 Mamaroneck Avenue
White Plains, New York 10601
(914) 946-1698

270 Broadway
New York, New York 10007
(212) 488-5836

163 West 125th Street
New York, New York 10027
(212) 678-2383

89-02 Sutphin Boulevard
Jamaica, New York 11435
(212) 523-2058

1377 Jerome Avenue
The Bronx, New York 10452
(212) 992-9250

900 Ellison Avenue
Westbury, L.I., New York 11590
(516) 997-9282

In cases of dissatisfaction with services, appeal may be made to the field office supervisor or, if necessary, beyond that to the Director at the Western Avenue office in Albany.

— Science for the Blind
2221 Rock Hill Road
Bala-Cynwyd, Pennsylvania 19004

Sells specialized instruments, gauges, meters and other devices adapted for the blind.

— Braille Book Bank of the National Braille Association, Inc.
85 Godwin Avenue
Midland Park, New Jersey 07432

Prime source of Braille textbooks for college and graduate students in U.S.. Master copies of textbooks are collected from all volunteer organizations belonging to the National Braille Association. Thermoformed copies sold at cost comparable to printed text.

Emphasis on making available books in following subject areas:

- — foreign language
- — science
- — statistics
- — computer science and mathematics

Also, 200 mathematical tables available. Catalog—(print or Braille)—$1.00.

— National Braille Press Inc.
88 St. Stephen Street
Boston, Massachusetts 02115

Produces books and other material upon request in Braille, large print and taped form. Brailling capabilities in French, German, Spanish, math and music.

— Johanna Bureau for the Blind & Visually Handicapped
Suite 540
22 West Madison Street
Chicago, Illinois 60602

Sells thermoformed texts in education and psychology. Twelve psychological tests are available in Braille for blind counselors and psychologists.

INFORMATION and ASSISTANCE

— Answers to questions regarding the "504" regulations concerned with physical and program accessibility may be obtained through the following sources:

- — SUNY Central Administration—Everard Pinneo, (518) 474-4085
- — SUNY Construction Fund—(518) 474-2654
- — Association of Physical Plant Administrators (APPA) Hotline—Dick Anderson (202) 234-1662
- — NEXUS Hotline—(operated by the American Association for Higher Education) 800-424-9775

— A group of higher education associations has received a DHEW Bureau of the Handicapped grant for the Inter-Association Project on Higher Education and the Handicapped (HEATH). Among the project activities is the publication of a manual, Planning for Accessibility, which was to be mailed to all campus presidents and APPA members. For information contact Dick Anderson, APPA, Suite 250, 11 Dupont Circle, N.W., Washington, D.C. 20036.

OUTREACH

— **Admission Referral and Information Center (ARIC)**
26 West 56th Street
New York, New York 10019
(212) 541-4114

ARIC is operated by the Commission on Independent Colleges and Universities under contract with the New York State Education Department. It provides a centralized information and counseling service about higher education resources free of charge to college students considering graduate study. To accommodate those who cannot visit the agency's office, ARIC staff can go to schools to talk with students, parents and counselors.

— **American Association for the Advancement of Science (AAAS)**
Program on the Handicapped in Science
1515 Massachusetts Avenue, N.W.
Washington, D.C. 20005

The AAAS is developing a directory of handicapped scientists, one of the aims of which is to identify people familiar with the problems of the handicapped in science who may be willing to assist others who are encountering similar difficulties. The AAAS is also attempting to provide a forum through which educators may share successful program ideas and encourage handicapped students to consider scientific careers. The Association has sponsored a tour to 11 states by a deaf physicist to demonstrate the possibilities for the handicapped.

The AAAS should be contacted for information on the adaptation of science programs and teaching equipment, data on successful disabled scientists, and the newsletter, Access to Science.

OVR

Office of Vocational Rehabilitation
State Education Department
99 Washington Avenue
Albany, New York 12210
(518) 474-2712

Potentially employable handicapped individuals are eligible for the services of OVR, which are designed to develop, improve and/or restore the ability to work. (The legally blind are served by a separate agency, the Commission for the Visually Handicapped). Agency services may include counseling, medical examinations and other evaluation techniques, physical rehabilitation, instructions, training, transportation, interpreter services, placement and follow-up. Additional services, for which clients are asked to share the expense are prostheses and assistive equipment, medical and hospital care, college or university costs and vocational tools. Disabled persons should apply to the nearest OVR office.

Offices and the counties they serve follow:

Executive Park Tower
Stuyvesant Plaza
Albany, New York 12203
(518) 457-5832

Albany, Columbia, Fulton, Greene,
Hamilton, Montgomery, Rensselaer,
Saratoga, Schnectady, Schoharie,
Warren, Washington.

State Office Building
44 Hawley Street
Binghamton, New York 13901
(607) 773-7830

Broome, Delaware, Chenango, Otsego, Tioga

Gen. W.J. Donovan State Office Building
125 Main Street
Buffalo, New York 14203 (716) 842-4300

Alleghany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans, Wyoming

110 West Second Street
Elmira, New York 14901
(607) 734-5294

Chemung, Schuyler, Steuben, Tompkins

1000 Franklin Avenue
Garden City, New York 11530
(516) 747-6200

Nassau

73

East Main Street Road
Malone, New York 12953
(518) 483-3530
Clinton, Essex, Franklin, St. Lawrence

225 Park Avenue South
New York, New York 10003
(212) 777-7010
Bronx, Kings, New York, Queens, Richmond

98 Austin Street
Patchogue, New York 11772
(516) 476-6900
Suffolk

26 Oakley Street
Poughkeepsie, New York 12601
(914) 452-5325
Dutchess, Orange, Putnam, Sullivan, Ulster

242 Andrews Street
Rochester, New York 14604
(716) 325-5990
Livingston, Monroe, Ontario, Seneca, Wayne, Yates

State Office Building
Syracuse, New York 13202
(315) 473-8121
Cayuga, Cortland, Jefferson, Madison, Onondaga, Oswego

State Office Building
Utica, New York, 13501
(315) 797-6120
Herkimer, Lewis, Oneida

202 Mamaroneck Avenue
White Plains, New York 10601
(914) 946-1313
Rockland, Westchester

CITY/REGIONAL PLANNING BOARDS

Mr. Richard L. Brown, Chairman
Transportation Planning &
Coordinating Committee for
Chemung County
Chemung County Planning Board
210 Lake Street
Elmira, NY 14901

Mr. Robert Stout
Central Staff Director
Genesee Transportation Council
Genesee/Finger Lakes Regional
Planning Board
Suite 500, Ebenezer Watts Bldg.
47 Fitzhugh Street, South
Rochester, NY 14614

Mr. Steven Gaudio
Central Staff Director
Binghamton Metro. Transp. Study
Broome County Planning Board
County Office Building
44 Hawley Street
Binghamton, NY 13901

Mr. Edward H. Small, Director
Continuing Transportation
Planning Staff
Niagara Frontier Transportation
Committee
Room 1875 Statler Hilton
Buffalo, NY 14202

Mr. J. Douglas Carroll
Executive Director
Tri-State Regional Planning Commission
One World Trade Center
New York, NY 10048

Mr. William Meadows
Director
Metropolitan Transportation Planning Team
300 East Fayette Street
Syracuse, NY 13202

Mr. Earle Herschenhorn
Capital District Transport. Committee
Planning & Research Bureau
NYS Dept. of Transportation
State Campus Building #4
Albany, NY 12232

Mr. James Kennedy
Program Director
Herkimer-Oneida Counties Comprehensive Planning Prog.
Oneida County Office Bldg.
800 Park Avenue
Utica, NY 13501

COUNTY SOCIAL SERVICE DEPARTMENTS

Albany County Department of Social Services
28 Howard Street
Albany, New York 12207

Cattaraugus County Department of Social Services
265 N. Union Street
Olean, NY 14760

Chemung County Department of Social Services
203-209 William Street
Elmira, NY 14901

Columbia County Department of Social Services
610 Hudson Street
Hudson, NY 12534

Dutchess County Department of Social Services
County Office Building
22 Market Street
Poughkeepsie, NY 12601

Franklin County Department of Social Services
Court House
Malone, NY 12053

Greene County Department of Social Services
465 Main Street
Catskill, NY 12414

Jefferson County Department of Social Services
173 Arsenal Street
Watertown, NY 13601

Alleghany County Department of Social Services
County Home
Angelica, New York 14709

Broome County Department of Social Services
119 Chenango Street
Binghamton, New York 13901

Cayuga County Department of Social Services
County Office Building
160 Genesee Street
Auburn, NY 13021

Chenango County Department of Social Services
County Office Building
Norwich, NY 13815

Cortland County Department of Social Services
133 Homer Avenue
Cortland, NY 13045

Erie County Department of Social Services
95 Franklin Street
Buffalo, NY 14202

Fulton County Department of Social Services
County Building
Johnstown, NY 12095

Hamilton County Department of Social Services
Court House
Lake Pleasant, NY 12108

Madison County Department of
Social Services
Wampsville, NY 13163

Nassau County Department of
Social Services
Administration Building
County Seat Drive
Mineola, NY 11501

Niagara County Department of
Social Services
100 Davison Road
P.O. Box 506
Lockport, NY 14094

Ontario County Department of
Social Services
120 N. Main Street
Canandaigua, NY 14424

Onondaga County Department of
Social Services
County Office Building
600 S. State Street
Syracuse, NY 13202

Chautauqua County Department
of Social Services
New County Office Building
Mayville, NY 14757

Clinton County Department of
Social Services
10 Healey Avenue
P.O. Box 990
Plattsburgh, NY 12901

Delaware County Department of
Social Services
126 Main Street
Delhi, NY 13753

Essex County Department of
Social Services
Court House
Elizabethtown, NY 12032

Genesee County Department of
Social Services
3837 West Main Road
Batavia, NY 14020

Schoharie County Department of
Social Services
Professional Building
Schoharie, NY 12157

Lewis County Department of
Social Services
County Home
Lowville, NY 13367

Monroe County Department of
Social Services
111 Westfall Road
Rochester, NY 14620

Herkimer County Department of
Social Services
County Office Building
Herkimer, NY 13350

Livingston County Department
of Social Services
4223 Lakeville Road
Geneseo, NY 14454

Montgomery County Department
of Social Services
County Office Building
Fonda, NY 12068

Oneida County Department of
Social Services
County Office Building
800 Park Avenue
Utica, NY 13501

Orange County Department of
Social Services
Quarry Road
Box "Z."
Goshen, NY 10924

Orleans County Department of
Social Services
County Home
Albion, NY 14411

Putnam County Department of
Social Services
2 Mahopac Plaza
Mahopac, NY 10541

St. Lawrence County Department
of Social Services
County Home
Canton, NY 13617

Suffolk County Department of
Social Services
10 Oval Drive, Box 2000
Hauppauge, NY 11787

Steuben County Department of
Social Services
County Home, Box 631
Bath, NY 14810

Tioga County Department of
Social Services
R.D.3, Box 394
Route 38
Owego, NY 13827

Warren County Department of
Social Services
Warren County Municipal Cntr.
Lake George, NY 12845

Westchester County Department
of Social Services
County Office Bldg., Rm. 432
148 Martine Avenue
White Plains, NY 10601

Ronald I Johnston
Commission F/T Visually
Handicapped
Dept. of Social Services
40 North Pearl Street
Albany, NY 12243

Oswego County Department of
Social Services
County Office Building
Mexico, NY 13114

Rensselaer County Department
of Social Services
133 Bloomingrove Drive
Troy, NY 12180

Saratoga County Department of
Social Services
County Complex, Bldg. "A"
Ballston Spa, NY 12020

Schuyler County Department
of Social Services
County Office Building
Watkins Glen, NY 14891

Ulster County Department of
Social Services
County Office Building
244 Fair Street
Kingston, NY 12401

Wayne County Department of
Social Services
16 William Street
Lyons, NY 14489

Tompkins County Department of
Social Services
108 Green Street
East Ithaca, NY 14850

Washington County Department
of Social Services
6 Church Street
Granville, NY 12832

Wyoming County Department of
Social Services
466 North Main Street
Warsaw, NY 14569

Clearing House on Research
Program & Services for the
Handicapped
State Univ. at Buffalo
3435 Main Street
New York, NY 14214

Otsego County Department of
Social Services
County Office Building
197 Main Street
Cooperstown, NY 13326

Rockland County Department
of Social Services
61 South Main Street
New City, NY 10956

Schenectady County Dept. of
Social Services
487 Nott Street
Schenectady, NY 12308

Seneca County Department of
Social Services
R.D.3, Box 179
County Road 118
Waterloo, NY 13165

Sullivan County Department
of Social Services
Box 231
Liberty, NY 12754

Yates County Department of
Social Services
County Office Building
Court Street
Penn Yan, NY 14527

— **National Easter Seal Society for Crippled Children and Adults**

2023 West Ogden Avenue
Chicago, Illinois 60612

Although individual branches may limit their focus, the Society conducts programs which serve all kinds of physically handicapped individuals, including care and treatment centers; recreation projects; social, psychiatric and psychological services; provision of special equipment, transportation and information; referral and follow-up services; public and professional education; and extensive literature distribution. The Society has prepared and distributes lists of directories of agencies serving the handicapped; selected references on counseling, placement and employment of the handicapped; periodicals that publish articles about the handicapped; other publications dealing with the rehabilitation of the handicapped.

The Society's local affiliates are:

Association for Crippled Children and Adults, Inc.
Easter Seal Society
2 Park Avenue
New York, New York 10016

Chautauqua County Society for Crippled Children and Adults, Inc.
801 Hotel Jamestown Building
Jamestown, New York 14701

The Finger Lakes Society for Crippled Children and Adults, Inc.
R.D. #1, Box 469
Clifton Springs, New York 14432

The Crippled Children's Society of Monroe County, Inc.
55 St. Paul Street
Rochester, New York 14604

Tri-County Association for Crippled Children and Adults, Inc.
10 Hopper Street, Room 37
Utica, New York 13502

Suffolk County Society for Crippled Children and Adults, Inc.
77 East Main Street
Bay Shore, New York 11706

Westchester Easter Seal Society for Crippled Children and Adults, Inc.
171 East Post Road, Room 219
White Plains, New York 10601

Nassau Society for Crippled Children and Adults, Inc.
I.U. Willets Road
Albertson, New York 11507

Northeastern New York Speech and Hearing Center, Inc.
Husted Hall, Room 115
135 Western Avenue
Albany, New York 12203

Buffalo Regional Office—Easter Seal Society
331 Alberta Drive
Amherst, New York 14226

Cortland Regional Office
276 Tompkins Street
Cortland, New York 13045

St. Lawrence County Office
Brick Chapel—Rt. 2
Canton, New York 13617

Syracuse Regional Office
State Tower Building
109 South Warren Street
Syracuse, New York 13202

State Easter Seal Office
855 Central Avenue
Albany, New York 12206

— **National Multiple Sclerosis Society**
205 East 42nd Street
New York, New York 10017
(212) 986-3240

The Society offers professional and public education services pertinent to MS, and patient aid. In New York State, the following chapters may be contacted for more information:

Capitol District Chapter, Albany
Central New York Chapter, Utica
Greater Broome County Chapter, Binghamton
Mid-Hudson Valley Chapter, New City
Nassau County Chapter, Roslyn Heights
New York City Chapter, Manhattan
Northern New York Chapter, Plattsburgh
Rochester Area Chapter, Rochester
Southern Tier, NY Chapter, Elmira
Suffolk County Chapter, Huntington
Upstate New York Chapter, Syracuse
Westchester County Chapter, White Plains
Western NY Chapter, Buffalo

— **United Cerebral Palsy Association**
New York State Office:
815 Second Avenue
New York, New York
(212) 682-7010

Depending upon local need and resources, the United Cerebral Palsy affiliates serve cerebral palsied and other neurologically impaired persons through information; referral; counseling; health services such as medical and psychiatric consultation; and physical, occupational and speech therapies. In some cases, transportation is provided.

— **Muscular Dystrophy Associations of America, Inc.**
810 Seventh Avenue
New York, New York 10019
(212) 586-0808

NYS Affiliates:

78-27 37th Ave
Jackson Heights

371 Merrick
Rockville Center 11570
(516) 536-0220

157 West 57th Street
Suite 500-502
NYC 10019
(212) 247-7410

33 West 8th Street
Binghamton Plaza
Binghamton 13901
(607) 723-7431

3159 Winton Rd, South
Room 1
Rochester 14623
(716) 244-5050, 5054

180 East Main Street
Smithtown 11787
(516) 724-3363

76 Gruon Avenue
Staten Island 10306
(212) 987-2943

222 Mamaroneck Avenue
Room 313
White Plains 10605
(914) 946-2400

Edrol Bldg.
257 Osbourne Road
Albany 12211
(518) 459-2500

53 Katherine Street
Plattsburgh 12901
(518) 563-7210

District Office
55-86 Main Street
Suite G-1
Williamsville 14221
(716) 634-0422

Romax Bldg.
Room 100
731 Jane Street
Syracuse 13203
(315) 476-8309

Genesee Dackon Bldg
287 Genesee Street
Utica 13501
(315) 792-6313

Watertown Mart Bldg.
302-314 Court Street
Watertown 13601
(315) 788-8780, 8781,8782

5500 Main St.
Suite 217
Williamsville 14221
(716) 632-5077

Among MDAA's programs are patient services, including orthopedic appliances and physical therapy; education of both those with dystrophy and the general public; recreation; flu shots; transportation; and community clinics.

Epilepsy Foundation of America
225 Park Avenue
New York, New York 10003
(212) 677-8550

NYS Division:
329 Genesee
Utica, New York 13501
(315) 733-2663

NYS Affiliates:

Hudson Mohawk Chapter
62 South Swan Street
Albany, New York
(518) 462-2122

Oneida County
329 Genesee Street
Utica 13501
(315) 733-4516

Central NY Chapter
713 E Genesee Street
Syracuse 13210
(315) 492-0874

Hudson Valley
239 N. Road
Poughkeepsie 12601
(914) 229-7764

Greater Rochester Chapter
P.O. BOX 673
Strong Memorial Hospital
Rochester 14642

Suffolk County
P.O. BOX 370
Selden 11784

The Foundation provides rehabilitation services to epileptics which include individual and family counseling, and information, referral and education pertinent to epilepsy.

— **New York Heart Association** (the five boroughs)
205 East 42nd Street
New York, New York 10017
(212) 661-5335

The Association offers professional and public education, and community programs such as screening, training and rehabilitation for patients and families after heart attacks and strokes.

AHA, New York State Affiliate, Inc. (all NYS counties excluding NYC)

3 W 29 St
NYC 10001
(212) 686-3860

NYS Affiliates:

Broome County
Binghamton 13905
8 Riverside Drive
(607) 723-0208

Central NY
1024 Park Ave
Utica 13501
(315) 724-2137

Dutchess County
31 Haight Ave
Poughkeepsie 12603
(914) 454-4310

Finger Lakes
Maxwell Hall
Clifton Springs, 14432
(315) 462-9062

Genesee
414 West Avenue
Medina, 14103
(716) 798-4725

Mid-Hudson
75 Lucas Ave
Kingston 12401
(914) 338-8517

Orange-Sullivan
469 Broadway
Newburgh 12550
914-561-2950

Southern Tier
530 W. Church St
Elmira 14905
607-734-2039

Southwestern NY
812 Hotel Jamestown Bldg
Jamestown 14701
716-483-1509

Nassau
365 Willis Ave
Mineola 11501
(516) 741-5522

Northeastern NY
257 Osbourne Road
Loudonville 12211
(518) 459-5880

Northeastern NY
29 East Main St
Amsterdam 12010
(518) 843-3666

Northeastern NY
68 Pearl St
Hudson Falls 12839
518-747-0493

16 East Fulton St
Gloversville 12078
518-725-5111

62 Brinkerhoff St
Plattsburgh 12901
518-561-3326

Northern NY
1402 Washington St
Watertown 13601
315-782-1791

Westchester
15 Rye Ridge Plaza
Portchester 10573
914-937-6601

Western NY
255 Statler Hilton Hotel
Buffalo 14202
716-853-5356

Suffolk
127 Atlantic Ave
Blue Point 11715
516-363-6300

Upstate NY
1212 James St
Syracuse 13203
315-477-5381

Rockland
39 South Main St
New City 10956
914-634-4987

Upstate NY
63 Genesee St
Auburn 13021
315-253-4328

— **The Arthritis Foundation**
221 Park Avenue South
New York, New York 10003
(212) 677-5790

Among other services, the Foundation provides free of charge, referrals to physicians and clinics; information and guidance; direct patient assistance within its budgetary limits and depending on need; and advice about or procurement of assistive devices. Other New York State chapters are:

Westchester Division
190 East Post Road
White Plains, New York
(914) 946-4900

Nassau/Suffolk Division
200 Garden City Plaza
Garden City, New York
(516) 747-1811

Room 319
700 East Water Street
Syracuse, New York 13210
(315) 422-8174

973 East Avenue
Rochester, New York 14607
(716) 271-3540

Room 707
11 North Pearl Street
Albany, New York 12207
(518) 434-4122

742 Delaware Avenue
Buffalo, New York 14209
(716) 887-2639

— **New York Diabetes Association**
104 East 40th Street
New York, New York 10016
(212) OX 7-7760

New York State Affiliates:

Statler Hilton
107 Delaware Avenue, Suite 240
Buffalo, New York 14202
(716) 847-0200

1351 Mount Hope Avenue, Room 121
Rochester, New York 14620
(716) 271-1260

710 Wilson Building
306 South Salina Street
Syracuse, New York 13202
(315) 475-1228

401 Broad Hollow Road
Melville, New York 11746
(516) 752-1752

891 Eighth Avenue
Troy, New York 12182
(518) 235-6631

1401 Genesee Street
Utica, New York 13502
(315) 735-0591

199 Main Street
White Plains, New York 10601
(914) 948-0035

— NYDA and its local affiliates supply guidance and counseling to diabetics and their families, arrange free diabetes detection tests, and provide informational materials pertinent to the disease.

— **National Paraplegia Foundation**
333 North Michigan Avenue
Chicago, Illinois 60601

In addition to encouraging pertinent research and fostering appropriate medical care and rehabilitation for paraplegics, the Foundation helps individual paraplegics through one-to-one contact with other paraplegics to motivate them toward high, but realistic, goals in education, employment and daily living. It also distributes information on paraplegia, self-help devices and other matters of special interest to the public and professionals. Among its publications are Handbook for Paraplegics and Quadriplegics and Squeaky Wheel, a monthly magazine.

There are three NPF chapters in New York State:

Eastern Paralyzed Veterans
Association Chapter
432 Park Avenue South
New York, New York 10016
(212) Mu 6-6770

New York Metropolitan Chapter
400 East 34th Street
812 RR
New York, New York 10016
(212) 679-3200 Ext. 2164

Empire Paraplegia Chapter
1619 Lincoln Place
Brooklyn, New York 11233
(telephone number not available)

— **The President's Committee on Employment of the Handicapped**
1111-20th Street, N.W.
Washington, D.C. 20010

The President's Committee is composed of over 600 organizations and individuals representing handicapped persons, business, labor media, medicine, rehabilitation, religious, veterans and other interested groups. In its efforts to help the handicapped become self-sufficient, the Committee conducts programs to eliminate barriers; further education, training and employment opportunities; and develop community acceptance of the disabled. The chairman is Harold Russell.

— Ready Reference Guide: Resources for Disabled People
This manual of national agencies, organizations, and legislation pertinent to the handicapped was published in June 1977 by the Rehabilitation Services Administration of HEW. The listings include such information as: nature and funding, purpose, services and eligibility. It is available from:

Department of Health, Education and Welfare
Regional Office 2
Federal Building, Room 4106
26 Federal Plaza
New York, New York 10007

— Project Volunteer Power: Volunteers Serving the Job Needs of the Handicapped, Project Director, Mr. Carl Sharek, President's Committee on Employment of the Handicapped, 1972, ERIC Document No. 102-359.

FACULTY

1. Challenges

The role of the faculty is central to the successful mainstreaming of physically handicapped students. Faculty interpretations of the demands of this role—whether simply reactive, i.e. doing just what is officially required, or innovative, i.e. looking for ways to extend, and expand it—will largely define the scope of the disabled students' academic inclusion and opportunity to undertake exploratory forays into previously inaccessible subject areas.

Three major difficulties pose challenges in this area, but are not insuperable:

A. Professional Expertise

According to the booklet Pathways to Employment put out by The President's Committee on Employment of the Handicapped,

> The trend towards specialization has caused the business of teaching, training and placing handicapped people to fall squarely on the shoulders of experts on special education and vocational rehabilitation. The impression that has been created by the need for these specialities is that only professionals with specialties are capable of serving handicapped people in education, training and placement programs. The final consequence of this impression is that, it leads regular education, training and placement professionals to conclude that they aren't qualified to reach handicapped people. Therefore they cannot admit handicapped students into their programs... Advocates (of having regular education serve the handicapped) suggest that all regular courses in education, counseling, training and placement in the universities and elsewhere incorporate units of study dealing with disabling conditions so that these professionals will feel qualified to serve handicapped people with their expertise.

But what of the faculty currently teaching? The answer lies in in-service training. In Muncie, Indiana, Ball State University's Handicapped Student Services program has conducted such a program; all staff must be prepared to mainstream disabled students in all departments. (See also pp. 21, 22)

B. School image

A Comparative Analysis of Supportive Services for Non-Handicapped and Handicapped Persons Seeking Post-Secondary Education from the Community College System by Graham, Grady, Martin and Gibbs outlines another problem, described in terms of educationally disadvantaged students but, in part, applicable to the physically handicapped.

> The community college faces a dilemma: It is confronted with mainstreaming standards to insure the employability of its graduates and the unequivocal guarantee of its credits to other accredited colleges and universities. At the same time it is committed by philosophy to providing some formal education or training for all students regardless of social class, sex, race and lack of previous academic success. In either case the comprehensive community college has no option. It has to perform both functions... The dilemma is trying to provide a quality education for both the academically able student and the high risk student... The school's reputation is secure with (the former). His accomplishments establish and main-

> tain a good image for the college and reinforce its structure... The faculty understands him because he is thought to be "college material". On the other hand the community college cannot count on the abilities of the marginal student... His academic prowess does not have a history of reflecting on the college in a positive way—if at all...
>
> There is still another component of the dilemma: the sense of frustration of the faculty who will be responsible for devising programs for the (high risk student)... Teaching a high risk student is a highly skilled intellectually demanding task, requiring instructors with unique skills. Teachers who have these skills learned them. They tend to be open-minded, genuine, patient and want to learn. They do not construe working with the educationally disadvantaged student as an illegitimate extension of their proper function. There are other faculty who feel differently. This latter group of teachers feel that their proper function and that of the college is maintaining standards. Almost no one disputes the legitimacy of the faculty's concern for educational achievement... To reconcile these two justifiable anxieties is an evident source of conflict.

What is not applicable here is the emphasis on academic non-achievement; physically handicapped students are not necessarily low-achievers. However, the basic conflict described is pertinent to the arguments posed that course modifications for the disabled constitute a debasement of the academic subject and augur a lowering of professional standards. Much the same fear may haunt many professors and may contribute to their reluctance to accommodate disabled students in their classes. They must be reassured that the modifications to be effected are not in content but in details of administration. Academic requirements basic to proficiency in the field will not be foregone; they will simply be effectuated by different means.

C. Lack of Materials

A further difficulty is posed by the fact that only a minimal number of existing vocational texts and materials are relevant to teaching the handicapped. Since handicapping conditions are so various and courses so numerous and subject to change, it is not economically feasible for publishers to produce them. The burden then falls upon the teacher to develop the necessary modifications. The professor facing such a necessity may call upon the student's counselor, OVR, the national agency concerned with this particular handicap, or special schools for the handicapped which may have offered the subject on a more elementary level but may know of appropriate substitutive mechanisms. A small but growing literature is developing:

- Among the ERIC documents reviewed by this project's staff was: Laboratory Methods in Physics for the Blind by David Ray Henderson (himself a blind graduate student in Physics at Pittsburgh University)
- Another project to modify standard laboratory equipment for use by blind students is headed by Dr. Ira Colchur, a blind mechanical engineer at the New Jersey Institute of Technology. (See Library chapter and Self-Help chapter for other pertinent entries)

No doubt these contributions will continue to grow and the prompt dissemination of successful, newly-developed modifications by faculty, via professional newsletters will further enrich the literature and the classroom.

II. Contributions

The faculty can make active contributions to the successful acclimatizations of physically handicapped students to college life:

A. Task Analyses Surveys

Each degree program should undertake such information gathering via questionnaires sent to all professors of required courses annually. Collated data could be made available to disabled prospective enrollees to aid them in choosing an appropriate field according to their capabilities as measured against course demands. (As model, see Vocational Education: A Manual of Program Accessibility for the Physically Disabled Two-Year College Applicant, this project's 1977 manual).

B. Book Lists and Course Outlines

These must be made available well in advance of semester's onset to allow for the various accommodations to be set in motion without the loss of class time.

C. Access to Faculty

Professors should make themselves available to disabled students for consultation at convenient times and in accessible locations. Mobility and transportation problems may make regular office hours worthless to these students. Furthermore, should the professor have a complaint against one of them, he is urged to deal directly with him just as he would with all other students, rather than approaching the counselor and asking him to handle it. The counselor should serve as a back-up to be approached if no satisfactory resolution is arrived at via the professor-student confrontation.

D. Intramural Solutions

Professors can be most helpful by incorporating the search for solutions to problems of handicapped students on campus into special credit projects in their courses where appropriate. A few suggestions (some already successfully accomplished on a number of campuses, others yet to be undertaken) follow but many more may suggest themselves to each instructor in his own field:

- Nursing students may earn credits by serving as attendants or wheelchair aides to handicapped students
- Graphic or Industrial Arts majors may prepare a tactile map of the campus or three-dimensional illustrations of scientific subjects for blind students
- Recreation Leadership students may research (with the help of a physical therapist or the Health Office) the adaptation of exercises and games for the physically disabled
- Advertising students might aid in developing a local media campaign to sensitize the surrounding community to the needs and rights of handicapped citizens.
- Speech, Public Speaking or Communications majors may produce an auditory, taped, step-by-step tour of the campus for blind students
- Electronics, Electrical Technology or Mechanical Engineering students may develop an in-house repair service for tape recorders, typewriters, wheelchairs and other aids necessary to the disabled
- Construction Technology concentrators may help with architectural modifications on campus such as building wooden ramps, widening doors, making toilet facilities, water fountains and telephones accessible.
- English majors may develop grant proposals as composition course term paper writing exercises, since they call upon expository skills such as clarity, organization and verbal facility.
- Human Services majors might be asked to formulate program ideas answering needs of the handicapped in the community which could then be translated into grant proposals.
- Film-making students may prepare captioned instructional films for the hard-of-hearing.
- Physical Therapy students may help assess and identify accessible on-and-off campus recreation facilities, stores, movies and dining establishments.
- Industrial Technology, Management and Business Administration majors may research methods of job restructuring and modification in industry and institutions in order to allow for the employment of handicapped individuals.

FACULTY

REFERENCES and RESOURCES

Making Classroom Equipment Accessible:

— Vocational Education for Students with Special Needs: A Teacher's Handbook by Myra Altfest, ERIC Document #112090.

Faculty members may benefit from several of Ms. Altfest's recommendations in determining methods of making their class equipment accessible to variously handicapped students:

for visual problems:

1. Special control dials with tangible rather than visual markings.
2. Brailled controls (use Braille tape or raised marks e.g. dots of glue, which would achieve similar results).
3. Auditory rather than visual warning signals.
4. Guard plates on power equipment where feasible.
5. Specially designed measuring tools such as an audible multimeter. audible electronic level, Brailled ruler, micrometer modified for fingernail readings.

for auditory problems:

1. Attempt to block out extraneous noise because hearing impaired cannot distinguish the extraneous from the relevant noise and may therefore be easily distracted.
2. Install a red light next to switch indicating that machine is in operation.
3. Connect bells to a light that turns on when bells ring (typewriter, timers, fire alarms, emergency stop procedures, classbells).

for orthopedic problems:

1. Power tools should have guard devices and machine switches may need to be moved for easier accessibility.
2. All semi-stationary equipment should be put on variable height bases.
3. Some hand tools can have extra large handles for easy use by student with weak hands.
4. Special typewriter with large keys and protective spaces between—for unsteady hands.

— **Human Resources Center**
I.U. Willets Road
Albertson, Long Island, New York 11507

This is a private, non-profit organization dealing with rehabilitation concerns through three divisions:

Abilities, Inc., a demonstration center for industrial and clerical employment for the disabled, educable retarded adults, the disadvantaged and the aged.

Human Resources School, for disabled children who would otherwise be homebound, pre-school through high school.

Human Resources Research and Training Institute, which conducts research, demonstration, evaluation and training programs related to the disabled, retarded, disadvantaged and aged.

As a consequence of these activities, the Center is a good information resources relative to teaching and counseling individuals with handicaps.

— **Wisconsin Vocational Studies Center**

One of the major concerns of this Center is research related to the vocational education of the handicapped. One of its activities is a Handicapped Modification Project involving the adaptation of existing vocational programs. The 1977 Projects Report, Modifying Vocational Programs for the Handicapped bears catalog number 168 and costs $4.00.

The publication may be ordered from:

Publication Unit, Room 342
Wisconsin Vocational Studies Center
University of Wisconsin-Madison
321 Education Building, Box 49
Madison, Wisconsin 53706

Orders under $5.00 are charged a $2.00 handling fee.

Other information on Center projects may be obtained by writing to:

Roger H. Lambert, Associate Director
Wisconsin Vocational Studies Center
—address as above—

— Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped by D.R. Herschbach, et al, University of Maryland, 1976.

This volume lists many curriculum guides for occupational training courses for handicapped students. For example, there are curriculum guides listed and briefly described for courses in data processing, electronics, health occupations, building construction, metal fabrication and machinery, needle trades and graphics, as well as for others. Some of these guides are directed at particular disabilities, such as deafness, and others are geared to the secondary school level, but they may be suggestive for faculty members beginning to seek ways of accommodating students with handicaps.

One of the books described in this volume is Selected Free Materials for Classroom Teachers, by Ruth Aubrey, 1971, Fearon Publishers, which lists available instructional materials, some of which are relevant to post-secondary level instruction.

The Herschbach publication is also available through:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
ERIC Document 134 806
EDRS Price: Microfiche—$.83, Hardcover—$7.35 plus postage

— **American Association for the Advancement of Science (AAAS)**
Program for the Handicapped in Science
1515 Massachusetts Avenue, N.W.
Washington, D.C. 20005

The AAAS is developing a directory of handicapped scientists, one of the aims of which is to identify people familiar with the problems of the handicapped in science who may be willing to assist others who are encountering similar difficulties. The AAAS is also attempting to provide a forum through which educators may share successful program ideas and encourage handicapped students to consider scientific careers. The Association has sponsored a tour to 11 states by a deaf physicist to demonstrate the possibilities for the handicapped.

The AAAS should be contacted for information on the adaptation of science programs and teaching equipment, data on successful disabled scientists, and the newsletter, Access to Science.

— "Laboratory Methods in Physics for the Blind"

The above (referred to in the preceding chapter) is the title of a paper written by David Ray

Henderson, who is blind, when he was a graduate student at the University of Pittsburgh in 1965. It should be useful to faculty members who are confronting, for the first time, the need to adapt to scientific curricula for handicapped students. The contents include:

Diagrams, Models, Graphs and the Tactilization of Experimental Output
Audification
A Survey of Laboratory Methods in Some Schools for the Blind
Some Simple Physics Experiments for the Blind

The paper is available from:

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
ERIC Document 011 155
EDRS Price: Microfiche—$.18, Hardcover—$3.08 plus postage

— **The Baruch Computer Center for the Visually Impaired** will transcribe short documents into Braille (e.g. reading lists) for the academic community. Details are in Resources listing at end of Counseling chapter.

FINANCIAL AID OFFICE

Disabled college students may be eligible for financial assistance from several sources. They may, of course, apply for aid through all of the mechanisms available to their able-bodied peers. In addition, there are some resources open only to individuals with disabilities. Financial assistance may include tuition grants, funds for study equipment and aides, loans and/or monthly income payments.

I. General Student Financial Aid Resources

A. Basic Educational Opportunity Grant (BEOG)

Full or part-time undergraduate students are eligible for these grants. The awards in 1977-1978, ranging from $200 to $1400 a year, depend upon financial need. The form to be completed, called "Application for Determination of Basic Grant Eligibility", can be obtained in schools, public libraries, rehabilitation agencies or by writing to P.O. Box 0, Iowa City, Iowa 52240. Applications are then directed to the federal government by the student:

Basic Educational Opportunity Grant
Program
Department of Health, Education and Welfare
Bureau of Post-Secondary Education
Washington, D.C. 20202

B. Tuition Assistance Program (TAP)

Full-time students who are legal residents of New York State and whose families' net state taxable income is no more than $20,000, are eligible for this program. Awards depend upon the amount of this taxable income and the student's tuition level. Applications are available from New York State Higher Education Services Corporation, Tower Building, Empire State Plaza, Albany, New York 12255.

C. Supplemental Educational Opportunity Grant (SEOG)

Applications for SEOG aid (campus-based federal moneys) are made directly to the college. Currently, awards of up to $1500 are made to students with exceptional financial need and may amount to no more than half the assistance the student is receiving.

D. National Direct Student Loan

Students may apply to the college for loans of no more than $2500 for the first two years of college study. Repayment at 3% interest begins nine months after the student leaves school, with up to ten years allowed for clearance of the debt. These loans are financed by the federal government.

E. Guaranteed Student Loan

Most New York State banks offer educational loans in cooperation with New York State Higher Education Services Corporation (address same as for TAP). Up to $2500 a year may be borrowed, with the interest charged while in school dependent upon the adjusted family income. The interest rate after leaving school is 7% a year. Applications are available from participating banks.

More detailed information on the programs listed above is available from the financial aid office on each campus or from:

Coordinator of Financial Aid Services
State University of New York
99 Washington Avenue
Albany, New York 12210

F. College Work-Study

Students may apply directly to the college for jobs paying about $2.25 to $3.00 an hour. The total amount that may be earned will depend upon financial need, other financial assistance awarded to the student, the availability of jobs, and the student's academic burden. This program is funded by the federal government. (see also Work-Study entry under Supplemental Security Income, p. 49)

G. State Regents Grants for Children of Deceased and Disabled Veterans

The child of a veteran who has suffered a service-connected death or significant disability may receive a $450 annual award while a full-time student at a state college. A grantee may also be eligible for a TAP award, depending upon his income.

H. An honorably discharged veteran with at least 181 days of active service, some of which occurred after January, 1954, may qualify for an educational allowance for a period of up to 45 months within ten years of separation from the service.

I. A child, widow, or wife of a veteran whose death or disability is service-connected may qualify for up to 45 months' educational allowance, the children under the War Orphans Educational Assistance Act.

Additional information on assistance for veterans and their families is available from:

State of New York
Executive Department
Division of Veterans' Affairs
Main Office Agency Building
Empire State Plaza
Albany, New York

J. Veterans Administration

The Veterans Administration provides a wide range of benefits for veterans and their dependents. Benefits may cover, for example, education, loans, automobiles, medical care, prostheses, wheelchair, and vocational rehabilitation. For information or assistance, the following offices may be contacted:

Executive Park
North Stuvesant Plaza
Albany, New York 12201

Federal Building
111 West Huron Street
Buffalo, New York 14202

100 State Street
Rochester, New York 14614

252 Seventh Avenue
New York, New York 10001

100 South Clinton Street
Syracuse, New York 13202

II. Financial Aid for Students with Disabilities

A. New York State Office of Vocational Rehabilitation

OVR provides "goods and services" (including educational expenses) which are needed to enable a handicapped individual to work gainfully and appropriately. OVR services may include evaluation, counseling, training, placement, readers or interpreters, attendants, supplies, equipment, transportation and/or funds for these services as well as for maintenance expenses. OVR counselors may consider financial need when determining the level of assistance to be provided, and work with the handicapped individual to establish vocational goals which are realistic. To be eligible

92

for OVR services and funds, individuals must meet the agency's definition of "severely handicapped" and be potentially employable. A recent significant change in Vocational Rehabilitation laws (Section 103.3 of Public Law 93-42) allows for "vocational and other training services for handicapped individuals which shall include personal and vocational adjustment, books and other training materials and services to the families of such individuals as are necessary to the adjustment or rehabilitation of such individuals: Provided that no training services in institutions of higher education shall be paid for with funds under this title unless maximum efforts have been made to secure grant assistance in whole or in part from other sources which pay for such training." In practical terms, this proviso can be satisfied by student's application for BEOG funds (see above). Whether he ultimately receives BEOG aid does not affect his eligibility for OVR funds; the requirement of "maximum efforts" refers only to the formal act of application. Should an award be made, however, OVR's portion of the tuition payments will be proportionately lessened. Disabled students who are not already clients of the OVR agency should contact the local office—it can be found listed in the telephone directory under New York State Department of Education or in the Resources list at the end of the Counseling chapter.

B. Commission for the Visually Handicapped

The Commission is part of the State Department of Social Services. It provides several forms of assistance to visually handicapped college students but requires each of these clients to apply for TAP and BEOG or SEOG funds. The outcome of these applications determines the Commission's level of assistance with tuition costs.

Each college-sponsored Commission client receives a letter outlining the agency's requirements and services. SUNY tuition is financed completely. (If a student receives a TAP award, the funds are applied to tuition costs.) In addition, the agency pays the first $100 of annual equipment costs for all college students. In cases of economic need, the full cost of equipment, transportation, incidental expenses and up to $80 a semester for undergraduate books and supplies may be paid. A statement of equipment needs must be submitted by May 1 of each college year. For the economically eligible, $25 is also allowed for equipment repair costs.

The Commission urges its clients to send an estimate of college-related costs six weeks before funds are needed. Usually the transmittal of a current college catalog is sufficient.

Among the agency's requirements of its clients are an annual medical examination, a vocational research paper, a monthly report, a course load of at least 28 to 32 credits each school year, and maintenance of a "B" average or better.

The Commission has arranged to have a campus coordinator at every college that has one of its clients in attendance. In Albany the Commission's college liaison person is Mr. Ronald Johnston, (518) 474-7128.

C. All legally blind or deaf students carrying at least 12 credits at an accredited college are eligible for $500 a year to pay for readers' services in the case of the blind or other appropriate study aides for the deaf. Students apply for this assistance to New York State Education Department, Division for Handicapped Children, Education Building, 55 Elk Street, Albany, New York 12224.

III. Maintenance Assistance

A. Social Security Disability Benefits

The Social Security Administration provides a monthly allowance for several groups of individuals:

- disabled workers under 65 years of age
- persons disabled before the age of 22 who continue to be disabled and who have a parent receiving social security benefits, or when such a parent dies
- disabled widows, disabled dependent widowers, or some disabled surviving divorced wives.

This agency defines disability as a condition which prevents an individual from engaging in substantial gainful work and is expected to last, or has lasted, at least 12 months. In some cases SSA refers individuals to the state vocational rehabilitation agency and pays the cost of rehabilitating those receiving disability benefits.

B. Supplemental Security Income

Blind or disabled individuals in financial need may be eligible for monthly SSI payments from federal, state and local funds. Determination of eligibility is made on the basis of income and the value of the individual's assets. An example of the payment level under this program is that a person living alone may receive up to $228.65 a month.

Students who wish to apply for SSI should note that if they are full-time matriculants they may earn up to $1200 in a quarter, to an annual maximum of $1620, which will not be charged as income. Also, those disabled students receiving money through College Work-Study programs may not have to report it as income when applying for SSI as it may be considered training funds.

Additional information about SSDB and SSI is available from local offices of the Social Security Administration and the Department of Social Services and in the SSI Advocate's Handbook available from the Center on Social Welfare Policy and Law, 25 West 43rd Street, New York, New York.

C. Assistance for Disabled Veterans

Both federal and state governments provide special assistance for disabled veterans. Up to $3000 is available from the federal government toward payment of an automobile by certain disabled veterans. Some blind veterans, even if the disability is not service-connected, may receive federal compensation for seeing-eye dogs and electronic aids.

The state provides a $500 annuity for qualified blind veterans. The federal government also makes moneys available to disabled veterans for schooling after screening and evaluation by a counseling psychologist on the Veterans Administration staff. Once moneys are awarded, a VA representative is sent to inspect the school of choice for accessibility before matriculation. These funds cannot overlap OVR grants; either one or the other can be in force at one time. However, veterans receiving VA funds may accept all sorts of State scholarships without losing any of their veterans' benefits. There is no penalty for such additional awards—that is, no deductions from the total VA output.

A veterans' representative office can be found on most large campuses to advise veterans of their rights.

Additional information on veterans' benefits is available from the United States Veterans Administration and the New York Division of Veterans Affairs. (See p.   for addresses)

IV. Additional Useful Information

A. Applications for many financial awards must be made during the senior year of high school. Included in this category are the State Regents College Scholarship, State Regents Nursing Scholarship, and many of the non-governmental sources listed in The College Guide for Students with Disabilities and Need a Lift? (described fully below), and the General Graves B. Erskine Memorial Award. (This last-mentioned is a $2000 cash award given each year to a disabled high school senior on the basis of his/her academic and extracurricular record and work force potential. Nominations are made to The President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, D.C. 20010.)

B. High school seniors should check on financial assistance opportunities at the local level by consulting high school counselors, educational editors and writers at local newspapers, bankers who administer scholarship trust funds, religious (church and synagogue) and fraternal (Lions, Kiwanis, Masons, Rotary, etc.) organizations and civic groups. Parents should make inquiries of local industrial firms and the personnel officers of employer companies.

C. Additional information on sources of financial assistance to disabled college students can be found in:

1. Financial Assistance for the Disabled, published by the Insurance Company of North America and available from:

Human Resources Center
I.U. Willets Road
Albertson, New York 11507

This pamphlet summarizes a broad range of subjects potentially relevant to the financial well-being of the disabled while at school and in the working world as well. Among its chapter headings are:

> Worker's Compensation; Life Insurance, Health Coverage; Automobile, Liability and General Liability Insurance; Veterans Administration Benefits for the Disabled; and Small Business Administration Financial Assistance.

2. The College Guide for Students with Disabilities, by Gollay and Bennett, ABT Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138, $18.50 to institutions, $12 to handicapped individuals and their families.

In addition to discussing the financial assistance programs described above, the section on sources of financial aid in this directory also covers: Selected Private Financial Aids Programs, Cooperative Education Programs and Financial Aid Handbooks and Directories.

3. Need a Lift?, published by the American Legion Education and Scholarship Program, available from the American Legion, Emblem Sales, P.O. Box 1055, Indianapolis, Indiana 46202, $.60.

This annually revised pamphlet presents a thorough listing of career and educational information, public and private, useful to the disabled and able-bodied alike. It includes chapters titled: Sources of Scholarship and Financial Aid to Veterans' and Non-Veterans' Children, Sources of Loans for Students and Some American Legion Educational Aids.

4. A free copy of "Meeting College Costs" is available from CSS, Education Training Service, Princeton, New Jersey 08540 if a stamped, self-addressed business envelope is included with the request.

5. Suggested reading recommended by the director of the Financial Aid Office of a large eastern university:

> "A Guide to Financial Aid for Students and Parents", by Elizabeth W. Suchar. This book may be found in most public libraries or ordered through its publishers, Simon and Schuster, 1230 Avenue of the Americas, New York, New York 10020, $5.95 + 25¢ postage and 8% tax if living in New York.

PRE-ADMISSION

I. Outreach

A. As part of the college's outreach efforts, the financial officer might accompany the counselor on his visits to high schools in the area or, alternatively, prepare printed leaflets for distribution by the counselor in order to acquaint potential enrollees with the financial options described above.

1. Emphasis should be placed on the need to make early application for pertinent awards. High school students should initiate their investigations at the beginning of their senior year. Many applications require multiple forms to be filled out by a variety of concerned individuals, and records to be collected—a necessary but time-consuming process.

- In the case of disabled students who may be required to deal with their supporting agencies (such as OVR) in filling out these applications, time should be allowed for the agency's procedural wheels to grind.

- Furthermore, agency personnel are often short-handed in the traditional vacation months of summer—all the more reason for early application.

2. Because a single source is unlikely to award sufficient funds to cover all expenses, students should be urged to apply for several kinds of financial aid simultaneously.

3. Students should be cautioned to read and follow instructions on financial aid forms carefully and thoroughly.

4. It should be strongly advised that students keep photostated copies of any and all records regarding financial aid applications.

ADMISSION

I. Dissemination of matriculation-pertinent financial information

A. Whatever printed financial materials have been developed for outreach purposes as delineated above ought to be enclosed in the packet of information sent with the notice of admission.

II. Financial Aid Office—OVR Relations

A. The financial aid officer ought to be prepared to work closely with a disabled student's OVR counselor in creating an assistance package for funding the client's education.

1. A mechanism ought therefore to be created whereby the financial officer is notified by OVR of the imminent enrollment of such a student. This might be accomplished if the finance officer actively seeks to establish a notification protocol—perhaps a simple paper form—with local OVR personnel prior to specific need.

2. Clear information as to the lead time required by OVR to process the upcoming semester's registration finances ought to be sought by the finance officer.

III. Financial Aid Office—Counselor/Coordinator Relations

A. Since offering necessary supportive services to the disabled student is a recognized function of both these offices, sharing of information is a sine qua non. The two should routinely exchange lists of students revealed to them as handicapped who might benefit from the ministrations of the other.

FIRST SEMESTER

I. Reminder to Students of Payment Lead-time Required

A. Both OVR and the Commission for the Blind and Visually Handicapped require six to eight weeks for processing the approaching semester's payments. In order to assure the arrival of these funds in time for the next semester's registration, it is incumbent upon disabled students to fill out the requisite program forms that far in advance. Ultimately, this is the students' responsibility and, as part of their bourgeoning independence, they should assume it each semester henceforth. However, it is appropriate that in the first semester, the finance office send a printed reminder at the necessary interval to these students, describing the process and indicating the students' future responsibility for keeping track of and implementing it.

HEALTH OFFICE

Generally the campus health office is open whenever classes are in session, with a nurse in attendance. A physician may be seen by appointment. Whatever the size and capacity of this office in the past, it is possible that, with growing numbers of physically handicapped students enrolling for regular campus programs, more and different demands will be made upon the health services office in the future. The presence of these special students may require more focused attention to the nature and range of physical disabilities so that the health staff is prepared with the information and supplies to address them appropriately.

PRE-ADMISSION

I. Reference Materials

Reference materials relative to the medical aspects of physical disabilities could be added to the health office library for the use of all interested administrative and faculty personnel. One useful non-technical volume is A Survey of Medicine and Medical Practice for the Rehabilitation Counselor by Jean Spencer Felton, M.D., et al, published by the Social and Rehabilitation Service of the Department of Health, Education and Welfare (published in 1966, reprinted in 1969). (1) It has chapters on medical terminology and many categories of disorders including orthopedic disabilities, amputation, visual impairments and hearing impairments. The discussion of each kind of disorder usually includes sections on description of the condition, complications, treatment and vocational implications.

A series of eight pamphlets prepared by the Wisconsin Vocational Studies Center is also helpful. Titled It's About Time various handicapped populations Came Out in the Open, the pamphlets cover causes, sub-categories of the disabling conditions, and problems associated with them. Among the eight pamphlets in the series are those on Hearing Impairment, Visual Impairment, and three on Physical Disabilities. They are available from

Publication Unit, Room 342
Wisconsin Vocational Studies Center
321 Education Building, Box 49
University of Wisconsin-Madison
Madison, Wisconsin 53706

II. Faculty Instruction

The health services staff could offer instructive contributions to programs designed to sensitize and inform faculty about the needs of physically disabled students. This may be relative to the particular students enrolled at any given time, or to general attitudes and procedures to be encouraged or avoided.

III. Community Resources

A useful addition to health office files would be a comprehensive listing of pertinent community medical resources—for example, hospital emergency and out-patient service; private physicians by specialty; rehabilitation services; voluntary agencies. Contacts could be initiated to establish mechanisms for exchange of information and referrals.

ADMISSION

I. Assessment

For identified disabled students, the degree and type of activities which are permissable or contra-indicated should be assessed through personal interviews, medical records or evaluations transmitted by sponsoring agencies.

II. Emergencies

Health office staff should be prepared for potential emergencies—for example, relative to diabetics, epileptics, cardiac conditions.

PRE-REGISTRATION

The health office staff should be available to assist the counselor/coordinator assigned to physically disabled students in assessing the extent of special aid these students may require or the course load they may reasonably be expected to carry.

REGISTRATION

I. Assistance for Faculty

A. As students register for classes and introduce themselves to their instructors, these faculty members may have questions about the nature and implications of the disabilities they are encountering. Health office staff should be prepared to respond. Such inquiries perhaps should be encouraged, and the availability of constructive information announced, through a written memorandum to all campus professional staff.

B. Faculty should be alerted to the presence of students with disabilities in which emergencies are predictable.

FIRST SEMESTER—and thereafter

The health office could provide storage facilities for medications and special devices, as needed.

HEALTH OFFICE

REFERENCE

1. Felton, Perkins and Lewin, A Survey of Medicine and Medical Practice for the Rehabilitation Counselor, Rehabilitation Services Administration, DHEW, Stock No. 017-012-00105-0, Catalog No. HE 17.108:m 46/969.

As stated in its introduction, this volume "provides specific information about a number of the major diseases and disabling conditions that result in vocational handicaps". It describes medical practice in the United States and defines pertinent medical terminology in addition to offering descriptions and implications associated with many medical conditions. This useful reference book is available for $2.25 from:

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

THE PLACEMENT OFFICE

I. A Commitment to Placement Activities

Most, if not all, community colleges offer some form of placement service. In some instances placement activity may be limited to a bulletin board listing information about job openings which has been transmitted to the school by employers. At the other end of the gamut are schools which have services including both individual counseling of students seeking employment and continuing job development activities. Placement services will be a reflection of institutional policy, staff inclinations and/or staff and budgetary restraints. For the purposes of this manual, we will assume at least a desire on the part of the college staff to develop an active placement service which can address the needs of disabled students.

II. Counseling and/or Job Development

A community college placement office may encompass one or both of these functions:

- student counseling
- job development

When responsibility for both functions is accepted, the staff must consider whether to assign both functions to all counselors, or if they should be separated. There are supporters for each of the positions.

- Proponents of the former believe a more successful match between employee and job can be made by the counselor who has assessed the competencies and character of the student to be placed and is also thoroughly familiar with the requirements of the position in question. And, on a broader level, more constructive counseling occurs when given by the individual who keeps currently informed on the status of the market place.
- Those taking the opposite stance believe counseling and job development are disparate roles, each requiring special skills and single-minded attention for the greatest effectiveness. In this model, clear communication lines between counselors and placement/job development officers must be assured.
- In either case, the argument has been made that when an institution does vocational counseling, there is an implication that it will follow through with placement activities.

III. Client Population. Integrated or Segregated?

There is no consensus among disabled students or professional staff about whether counseling and placement services for this student group should be segregated or blended with those for the general student population. Arguments for both follow:

For segregated placement services:

A. The special counselor for the handicapped will be acutely aware of the restrictions and strengths associated with each disability.

B. The special counselor will be familiar enough with the disabled so that each such student will be an individual rather than part of a generalized "handicapped" class.

C. Specialized experience will enhance the counselor's ability to recognize ways in which jobs can be adapted to particular disabilities.

D. The special focus will strengthen the counselor as an advocate.

E. The result of expert, realistic assessment of job and applicant, and accommodation possibilities will generate a greater number of long-term placement successes.

For "mainstreaming" services:

A. Non-segregated service will reflect the actual outside world and prepare the disabled student for participation in it.

B. "Mainstreaming" job-seeking—and thus heightening the competition—will place the same onus on the disabled as is borne by the able-bodied, to their benefit:

1. They will be forced to assess their abilities and limitations accurately.
2. They will be forced to evaluate jobs keenly themselves, to recognize where accommodations are possible and reasonable.
3. Through need and experience, their capacity to act as their own advocates will be strengthened

C. Counselors will be in a position to consider all jobs for the disabled as well as for the able-bodied.

D. Because placement for able-bodied students is likely to be an older campus activity than placement for the disabled, and because a placement office which also serves the able-bodied is inevitably more active than one which does not, counselors in such an office are more likely

1. to be expert in assessing job aptitudes and in arranging successful placements, and
2. to have extensive contacts with employers.

IV. Placement Office Functions

Whatever policy or organizational decisions are made regarding the issues raised above, certain activities accrue to the placement office, some of them especially, although not exclusively, pertinent to the disabled. Generally, however, the placement functions are:

- providing a continuing source of information about the world of work and job opportunities
- providing a connection to the labor market; arranging consultations with employers about their recruitments and interviews for jobs; developing work exposure experiences
- acting as the agent of attitudinal changes, expert in the possibilities and requirements of rehabilitation, training and the business world.

As in other sections of this manual, for purposes of clarity and continuity, the suggested activities delineated on the following pages are presented under college calendar headings in a reasonable planning sequence. Many of the activities will be ongoing or repeated periodically, but relative to each student class they should probably be initiated no later than the time noted.

PRE-ADMISSION

Activities directed at placing individual students in appropriate work situations occur near the end of the students' college stay. Preparation for the critical match of person and job should begin much earlier. If it is initiated in the pre-admission period there will be time for the thorough, unhurried, continuing contacts between the school, the students, their sponsoring agencies, and all of the community agents affecting job development that should produce the needed number and range of employment opportunities. What follow are suggested placement-related activities culled from a wide range of practitioners and theorists involved with the vocational rehabilitation of the disabled.

I. Sponsoring Agencies

A rational continuum could begin with meetings, initiated by the placement office, with the agencies or institutions—for example, the Office of Vocational Rehabilitation, the Commission for the

Visually Handicapped, the Veterans Administration, the secondary school—promoting the disabled students' college attendance.

A. Agencies could be asked to notify counseling staff, as well as the admissions office, of:

1. the students who are planning to attend the college
2. the nature of their handicaps
3. their medical evaluation
4. their vocational goals

B. These agencies and institutions should be given periodic, current information about career programs and course offerings to use for career planning with future students.

C. Periodic conferences, held several times a year and perhaps with student participation, could be a useful device for keeping all interested and potentially helpful parties informed and contributing to the evolution of realistic career goals.

II. Potential Employers

The counselor should attempt the establishment of sustained relationships with executives as well as personnel staff in local business and industry, with the Chamber of Commerce, the Department of Labor Selective Placement officer in the area, and with the business representatives on the college advisory council. The purpose would be the development of working groups with a single, motivating goal: placements that satisfy the workers and the employers, in which each sector trusts the information, perceptions and judgments of the other, and opportunities and placements are continuous.

As a foundation, the counselor may have to educate and sensitize the employment community to the abilities and needs of variously handicapped potential employees. The following could constructively be included in the "curriculum":

A. Descriptions of the various disabilities

1. range of abilities and strengths associated with each
2. possible limitations associated with each (For a description of major handicapping conditions, see Counseling Office chapter, p. 6)
3. possible job adaptations and assistive devices which can compensate for limitations

a. Within reason—up to a cost of several hundred dollars—and for particular clients, the Office of Vocational Rehabilitation will pay for adaptation devices.

b. At George Washington University Medical Center's Job Development Laboratory, a team consisting of a rehabilitation coordinator, a biomedical engineer, an industrial designer and an occupational therapist are used in the interest of comprehensiveness. At staff conferences, each team member contributes information and suggestions that will enhance the productivity of the particular client in a specific job. (11, p.162)

4. examples of jobs held by variously disabled individuals (5,6,7,8,11,25)

a. Voluntary disability-oriented agencies are a good additional source of information about their clients who have succeeded vocationally.

5. Stress should be placed on the range of differences within a disability group.

a. Each disabled person is individual and few presumptions should be made about incapacities and adaptability.

B. Character of architectural barriers and possible remedies (13,14)

C. Restructuring of jobs through task analyses

1. Identify job components and qualifications actually needed to perform them. Make reasonable realignments: for example, does every secretary have to answer telephones?

2. Counseling staff might offer to visit the work sites to see what the requirements of the employer are, what the constraints of the work place are, and suggest restructuring that would satisfy the needs of both job applicant and employer.

3. Job restructuring is creative and particular, each match of client and job requiring its own solution. Counseling staff at ICD Rehabilitation and Research Center, when it requires additional expert consultation, turns to the Institute of Rehabilitation Medicine, 400 East 34th Street, New York, New York 10016, or to the Job Development Laboratory, George Washington University Medical Center, 2300 Eye Street, N.W., Room 420, Washington, D.C. 20037. (11,26)

D. Counter common misconceptions about employment of the handicapped

The following is a list of objections and responses offered by Daniel Sinick in the Malikin and Rusalem book, *Vocational Rehabilitation of the Disabled* (15):

1. Productivity is lower.
   - Productivity of impaired workers has consistently been shown to be equal to or higher than that of unimpaired workers.
2. Turnover rate is higher.
   - Lower turnover rate is shown by studies, together with greater loyalty. Difficulty in obtaining employment causes disabled workers to stick to their jobs.
3. Absenteeism is greater.
   - Less absenteeism is shown, plus greater punctuality and dependability.
4. Accidents increase.
   - Reduced accident rate is found, and usually reduced severity of injuries.
5. Workmen's compensation rates rise.
   - As rates are based on accident experience of the company or industry, reduction in accidents would reduce these rates.
6. Liability for total disability results from injury on job
   - Second injury funds maintained by many states reduce this liability by distributing it equitably among covered employers.
7. Costs of health and insurance plans rise.
   - Rates of such plans are based on sex and age, and utilization of these services by disabled workers is lower.
8. Higher costs will somehow result.
   - Broken down into specific objections, this general expectation is dissipated. Employer costs are reduced, indeed, through reduced taxes resulting from the conversion of disabled tax-recipients to productive payers.
10. Preemployment medical examination rules out disabled applicants.
    - Medical examinations are often unnecessarily restrictive, setting up arbitrary hurdles comparable to excessive educational requirements.
11. The union won't approve the hiring of disabled persons.
    - Printed statements issued by unions favor such hiring.
12. Supervisors or coworkers won't approve.
    - Supervisors and coworkers in studies approve of disabled persons they have worked with. Disabled workers are found, in fact, to improve the group morale.
13. Customers won't approve.
    - Numerous disabled workers are in successful contact with customers. Improved

public relations may result from loyalty displayed by these workers and humanitarianism ascribed to the employer.

14. The disabled have emotional problems or disagreeable personalities.
    - Stable and attractive personalities are common among disabled persons.
15. Special consideration is required.
    - Disabled employees generally avoid requests for special treatment.
16. The disabled can work at only low-level jobs.
    - All occupational levels are represented by disabled employees.
17. Adaptability to different jobs is lower.
    - Individualized training and selective placement are geared toward versatility and flexibility, for increased horizontal and vertical mobility.
18. We have other sources of job applicants.
    - This added source offers qualified applicants, pre-selected to save employer time and money.
19. We prefer people who find their own jobs.
    - Other applicants use help in coping with the complex labor market. Are those who use help less effective employees?
20. Firing or layoff is more difficult.
    - Regular personnel policies are applicable to disabled employees, who seek neither unearned seniority nor undue sympathy.
21. We have enough disabled employees of our own.
    - Are they less productive or effective employees?
22. We don't like to deal with government agencies.
    - Not to be confused with regulatory agencies, this agency offers service, without fee, to meet your needs.
23. You people aren't familiar with our operations.
    - Indicate familiarity or request plant tour.
24. Why experiment on us? Vague expectation of unknown risk.
    - Effectiveness of disabled employees has been nationally demonstrated and previous successful placements have been made in this community. What specific concern have you?

(Ample documentation can be found in 17, 18, 19)

E. Accommodations such as part-time work, flexible hours, job pairing and job sharing

These possibilities and their advantages are addressed in papers prepared by Catalyst entitled "Constructing an Employee Benefit Package for Part-time Workers" and "Flexible Work Schedules". (21,22) In job pairing, one full-time job is divided between two persons who, together, are responsible for the total product. In job sharing, the job is also divided, but each worker is responsible for a particular portion of the product.

F. Artificial barriers to employment such as

1. pre-employment medical examinations gauged to employment in general rather than to specific jobs

2. medical and educational standards set at an arbitrarily established desirable level, rather that at a necessary level.

G. Section 503 of the Rehabilitation Act of 1973

This requires all holders of federal contracts over $2500 to take affirmative action to hire and advance qualified handicapped persons. For copies of the law, information or assistance contact:

Associate Assistant Regional Director
Office of Federal Contract Compliance Programs
U.S. Department of Labor
1515 Broadway
New York, New York 10036
(212) 971-5563

Among other things, 503 requires

1. employers to prove that job criteria which tend to screen out handicapped individuals are based on business necessity or safe job performance

2. access to jobs for which a disabled person is otherwise qualified—that is, reasonable (not imposing hardship) accommodations must be made

3. that union-management agreements will not prevent job restructuring to accommodate a handicapped individual

(23 offers a thorough exploration of Section 503)

H. Section 504 of the Rehabilitation Act of 1973

1. This prohibits any organization receiving federal funds from discriminating against handicapped persons in employment, services and benefits—for example, education, housing and health care.

2. Among other things, Section 504 prohibits pre-employment inquiries about handicaps. Employers may only ask about abilities. For example, if driving is needed for a job, an employer may ask if an applicant has a driver's license; he may not ask if the applicant is visually impaired. A question about the ability to perform a particular job safely is acceptable, but not a question about epilepsy. (24)

3. Mainstream, Inc. (Ms. Leslie Milk, Acting Executive Director, 1200 15th Street, N.W., Washington, D.C. 20005), a non-profit organization supported largely by foundations and private donations, is offering a consultation service to help develop affirmative action and non-discrimination programs, sponsoring conferences, publishing a newsletter, providing a telephone hotline, and operating a job referral service.

I. The New York State Flynn Act

This act amends the Human Rights Law to prohibit discrimination based on disability in all fields to which the Law applies, except credit, but does not prevent dismissal of someone who is physically unable to perform his duties.

A memorandum on this legislation is available from:

General Consul
State Division of Human Rights
270 Broadway
New York, New York 10007
(212) 488-7664

J. Trial work experience

The development of short-term or part-time jobs for disabled students would permit them to demonstrate to themselves and to potential employers their capabilities and adaptability.

K. Salary assistance

For particular clients, when on-the-job training is offered, the Office of Vocational Rehabilitation will pay a tuition fee to the employer, on a gradually descending basis, to help meet salary and other costs

L. Future job market relative to different occupations

For example, what are the prospects for job seekers in each of the vocational clusters when they graduate after two years?

M. Explain the careers for which the school's departments prepare

Department chairpersons might be included in these discussions.

N. The needs of the business community

1. Some of these are not, but might in the future be, met by the college curriculum. Employers would probably welcome the opportunity of telling the training institution about the gaps and inadequacies they perceive in job applicants.

2. Explain the means by which curriculum changes may be made in response to community need.

0. Mechanism for ongoing communication between the college and business community

1. A continuing liaison group could be planned. Broadly, its agenda might be

   a. job opportunities
   b. possible job adaptations
   c. recruitment of applicants
   d. school curriculum
   e. all of the items listed above (A-N) relative to specific work sites and the changing current situation

The responsible individuals in each participating organization should be named, and a calendar for future meetings established.

2. Opportunities could be offered for periodic field visits by placement staff so that work place needs might be studied at first-hand.

III. Unions

Union representatives might be constructive participants in education/sensitization meetings. Some of the safeguards against loss of jobs and accrued status which have been developed by unions have the effect of creating unusual obstacles for the handicapped. Among these are the seniority and apprenticeship systems.

A. Through the seniority system, older or newly disabled employees are given preference for the very jobs that many handicapped who are just entering the job market could readily fill.

B. Requirements for apprenticeship at levels lower than the job actually sought and perhaps with more difficult physical demands may block entry for disabled applicants.

Sensitization to the needs of the disabled population may encourage union members to relax hard-won rules in selected instances. Parallel apprenticeships and levels of ascent might be developed with the union's participation. (16)

IV. Establishing the Connection: How to

There are several approaches to initiating and then solidifying the connection between the school and the community to effect easy and adequate information flow. There are models for convening groups of different sorts, meeting employers one-to-one, using the media and, obviously, a combination of tactics.

A. Groups

1. The Office of Services for the Handicapped (OSH) at the University of Buffalo applied to the City of Buffalo for Comprehensive Employment and Training Act (CETA) funds to employ three individuals for a four-month period to organize a two-day symposium. This particular symposium was designed to explain the implications of Sections of the Rehabilitation Act of 1973, including 503

and 504, to "business, labor, educational and social service agency leaders and personnel" (from the OSH application for funds). (51)

Both the symposium format and the resourcefulness in seeking funds to finance it are worth noting. Colleges could use the format and alter the content to suit their own purposes.

2. In March 1977, the Regional Rehabilitation Research Institute at the Columbia University School of Social Research and the New York Chamber of Commerce and Industry presented a day-long conference, "Affirmative Action for the Disabled". Conference speakers included an attorney from HEW's Office of Civil Rights; the Commissioner of the New York State Division of Human Rights; a Department of Labor Employment Opportunity Specialist; and several executives representing large corporations. The afternoon session offered the following concurrent workshops from which participants could choose, each with a moderator and panelists:

a. Invisible and Progressive Disabilities
b. Problems of Access and Accommodation
c. Utilizing Supports: Community and Union Systems
d. Coordinating Medical and Personnel Services
e. HEW Non-Discrimination Regulations for the Disabled Conference participants included representatives from corporations, unions, schools, and service agencies, with most from the business community. Here, too, the format topics and participants should be suggestive. (48)

3. The ICD Rehabilitation and Research Center counseling staff has been developing an agenda for a day-long Awareness Seminar. A preliminary draft of the agenda includes the following:

a. A film, "Good People", (prepared by the Hughes Aircraft Corporation and available through The President's Committee on Employment of the Handicapped) which shows how one company employed a number of handicapped individuals. The film was to provoke and be followed by an open discussion of employment of the handicapped.

b. A group discussion initiated by the following devices:

1) name five things you are fairly sure handicapped people cannot do

2) choose among being blind, deaf, dumb, paraplegic, mildly retarded, and explain your choice

c. Job modification and restructuring, and adaptive devices

d. Audio-visual presentation, "Fears of Handicapped Job Applicants", including discussion of capabilities and stereotypes: for example, the blind are not also hard-of-hearing.

e. Problem solving session in which participants are presented with apparent problem situations—in supervising and interviewing, for example. A designated person offers a solution and the group reacts. (65)

4. The National Technical Institute for the Deaf (NTID) uses a slide-tape presentation, "Why Should You Put a Deaf Person on Your Payroll?" (*), to discuss employment of NTID graduates with potential employers. It indicates how the school's programs prepare students to fit in, produce and advance in an organization; and highlights the assets of deaf people in productivity, stability and responsibility. The Institute also uses a film, "The Silent Drum" (*), for employers as well as parents and potential students. (71)

5. The Texas Rehabilitation Commission has prepared a program on utilizing handicapped employees, called "Government Supervisor Training" (*). It consists of five tape-slide shows, involving six hours of multiple learning techniques. In layman's terms, it presents facts about the handicapped, job analysis and selective placement, work station modification and Texas Rehabilitation Commission Services. It is designed for groups of 12 to 32. With appropriate modification, the program has been useful in different settings. The tape-slide shows may be borrowed, free of charge, for about a month, and may be reproduced if appropriate credit is given. For information contact:

Texas Rehabilitation Commission
Employment Resources Section
118 East Riverside Drive
Austin, Texas 78704

6. With the help of funding from the U.S. Bureau of Education for the Handicapped, Southern Illinois University has developed a program involving regular direct contacts among a group of employer representatives, handicapped students and placement staff. Students make the presentations which cover all aspects of employment of the handicapped. (52 e)

7. The Human Resources Research and Training Institute is preparing materials designed to help employers in their efforts to hire the handicapped and comply with affirmative action and non-discrimination regulations. Publication is planned for June 1978. Contact:

David A. Molinaro
Human Resources Center
Albertson, Long Island, New York 11507

B. One-to-One

Some placement counselors may find it more efficient, or believe they can be more effective, in the educating/sensitizing role working with each potential employer individually.

Before attempting to make specific placements, counselors might arrange meetings at a work site with personnel staff and others who influence hiring. The advantages of this mode would be:

1. The employer group could be introduced specifically to those school programs and services which relate to its—the potential employer's—business.

2. The counselor could learn directly about the needs and limitations of the particular work place: job opportunities and turnover opportunities for advancement, job structure/components, training needs, accessibility and architectural barriers, possible job function and physical accommodations.

3. Discussion of the nature and capacities of different categories of disabled students, their potential adaptability and the advantages associated with hiring them, can be adjusted to the informational gaps and questions of the particular group and its work force needs.

4. Each party having become familiar with the needs and standards of the other, such individual meetings can form the basis for the long-term liaisons that are needed if a continuous flow of successful placements is to result.

C. Less direct methods

Campaigns to educate and sensitize the public and, in particular, the business community, may be conducted via the mass media, mailings, staff and student public speaking engagements before business, professional and other community organizations.

1. Whatever films, tapes, slides, or other informational materials can be used at conferences can also be offered to local radio, television and newspapers.

2. NTID has a mailing list of potential employers who regularly receive copies of its newspaper. A recent issue focused on employment and the job orientation of the Institute. Regular mailings are a repeated reminder of the school as a labor pool resource.

3. Staff and student speaking engagements have several advantages:

a. the speakers are personal ambassadors
b. the student gains valuable experience in public exposure and communication
c. the student can display his competence

D. Miscellaneous

1. The Epilepsy Foundation of America, with the financial support of the U.S. Department of Labor, has developed a Training and Placement Services Project (TAPS). Through TAPS, the

Foundation has worked with employers in six cities (none of them is in New York) to develop on-the-job training opportunities. Although this program focuses on placing epileptics, its experience in establishing productive relationships with employers should be instructive and applicable to other disabled population groups.

For information contact:

Harold A. Benson, Jr., Director
Training and Placement Service Project
Epilepsy Foundation of America
1828 L Street, N.W., Suite 406
Washington, D.C. 20036

2. New York State has established a group of regional industry-education coordinators. The following excerpt from New York State Annual Report for Occupational Education listing some coordinator activities in 1974 indicates the range of their functions and might suggest to college counselors directions to take themselves, or the kind of assistance for which the coordinators may be called upon:

> meetings with the Syracuse Chamber of Commerce, city and county officials, and school personnel toward the purpose of establishing an industry-education council in the area; organization of 10 summer industry tours for educational personnel; mailing to 400 organized labor locals in the counties adjacent to New York City for the purpose of increasing labor representation in activities relating to occupational education; establishment of statewide liaison with the YMCA Youth and Industry program, and with the Junior Achievement program; work with the National Alliance of Businessmen in the development of a career guidance institute for service to a four-county area in the Capital District; work with the United States Air Force and graduate teacher education institutions in the development of aerospace education workshops; initiation of a project with the New York State Department of State in preparing an index of employers in New York State; and conducting a 2-day training session for all regional industry-education coordinators.

Following is a list of Regional Industry-Education Coordinators obtained from the New York State Education Department in Albany:

Donald J. Beck
Director of Community Career Council
Parkway Facilities
Centerway and Market Street
Corning, New York 14830
(607) 936-4366

Thomas H. Bennett (President of Business
Industry Educational Council)
First National Bank & Trust Co.
Ithaca, New York 14850
(607) 273-7082

Dr. Donald M. Clark
Director, Office of School-Industry
Cooperation
Board of Education
607 Walnut Avenue
Niagara Falls, New York 14302
(716) 278-5726

Richard Dansingburg
Chenango-Delaware Business Education Council
Chenango BOCES
East River Road, RD 3
Norwich, New York 13815
(607) 334-2771

Kay Edwards and Shelley Miller
Co-directors
Rochester Area Career Education Council
Industrial Education Management Council
12 Mortimer Street
Rochester, New York 14604
(716) 325-5137

John C. Eldridge
Coordinator, Labor Management Committee
City Hall
Jamestown, New York 14701
(716) 661-2262

Robert W. Freund
Executive Director
Community Council on Careers of Greater Syracuse
770 James Street, Room 141 A
Syracuse, New York 13203
(315) 474-5495

Thomas Kane
Project Director
School, Business and Community Affairs
Board of Education
110 Livingston Street
Brooklyn, New York 11201
(212) 858-6940

Ms. Lee Poulos
Industry-Education Coordinator
Rockland County BOCES
61 Parrot Road
West Nyack, New York 10994
(914) 623-3828

Mrs. Frances Low
"Open Doors"
National Alliance of Business
380 Madison Avenue, 14th Floor
New York, New York 10017
(212) 391-1960

Patrick McKeown
Industry-Education Coordinator
Nassau BOCES
Salisbury Center
Valentine Road and The Plain Road
Westbury, New York 11590
(516) 997-8700

110

Mrs. Dorothea W. Sterne
Industry-Education Coordinator
Niagara Frontier Industry-Education
Council
P.O. Box 882
West Pleasant Avenue
Lancaster, New York 14086
(716) 686-2032

Arthur Stewart
Executive Director of Industry-Education
Association of Business, Labor and Education
260 Madison Avenue
New York, New York 10016
(212) 949-0699

Donald S. Cattley
Industry-Education Coordinator
Broome-Tioga BOCES
Upper Glenwood Road
Binghamton, New York 13905
(607) 729-9301

Romolo Versaci
Industry-Education Coordinator
Capital Region Business, Industry, Education,
Labor Council Inc.
1015 Watervliet Shaker Road
Albany, New York 12205
(518) 456-9256

Robert Ullery
State Industry-Education Coordinator
New York State Education Department
99 Washington Avenue
Albany, New York 12230
(518) 474-5506

V. Student Orientation

Before firm decisions are made about course work and career goals, students would be well-served by a comprehensive orientation program offered jointly by counseling and teaching staff. Planning should occur in the pre-admission period, so that the program can be offered before registration, allowing the student ample time for careful consideration of available options before commitment to a particular track.

A. Contents of a pre-registration program

A program could be developed to acquaint disabled students with

1. the academic and task requirements which are mandatory and optional in the various degree curricula
2. the physical environment in which different courses are offered
3. the mental and physical ambiance likely to be encountered in the jobs toward which the different programs are directed
4. possible curricular, faculty, working place or student accommodations to these requirements

In 1971, Orange County Community College reported on a Student Biographical Inventory, a questionnaire administered to OVR-sponsored students on its campus. The results indicated that most disabled students enter college with questions about vocational and educational options, even if they have been counseled at outside agencies.(1) Disabled students particularly, because they may be less flexible than the able-bodied, deserve an opportunity of making informed choices.

Orientation programs may vary in length from a day or two to several weeks. Participation could include, in addition to professional staff and faculty, able-bodied and disabled students already enrolled in the different programs, and perhaps recent graduates. Their first-hand experience would be invaluable.

B. Models

1. An example of an extensive pre-college orientation program is that at Queensborough Community College. It is sponsored by the Commission for the Visually Handicapped and open to visually impaired students who have been accepted at a college. Its length and content could be adapted to serve other handicapped populations, or individual components might be reproduced.

At Queensborough the eight week program includes:

- Attendance in college level courses
- Psychological workshops, individual and group
- Skills techniques workshops, including mock job interviews
- Resume writing
- Job market information
- Mobility instruction
- Braille training
- Recreational and social activities:
  for example, bowling, bicycling, theatre, picnics, sports, arts and crafts

For additional information, contact:

Elliot Rosman, C.R.C.
Queensborough Community College
56th Avenue and Springfield Boulevard
Bayside, New York 11364
(212) 631-6446, 6452
summer number: (212) 631-6481, 6453

2. In Implementation of Strategies for the Handicapped (9) several career planning models are described which take place during the semester using a class format. The advantage of these may be that the audience is captive. Their disadvantage is that they occur after students have chosen and begun some of their courses. In any event, planning for these models must be done before students arrive on campus. The models listed are:

a. a mandated 16-week, one hour a week, course for all freshmen
b. a mandated two-credit course for all students in particular career programs
c. career planning workshops for which counselors arrange with academic staff to take over regularly-scheduled subject classes periodically.

C. Vocational Education: A Manual of Program Accessibility for the Physically Disabled Two-Year College Student, produced in 1977 by the authors of this volume, might be a useful guide. In this manual, academic and physical course and job characteristics associated with 49 career programs are itemized. (33)

PRE-REGISTRATION

I. Pre-graduation Work Experience

Opportunities for work experience before graduation are of particular importance for handicapped students: probably they have been unable to enjoy the kind of casual work history that is characteristic of the lives of able-bodied young people.

During the period between college admission and registration the counselor learns which students are joining the student body and the ways in which they are disabled. He can direct his job development activities with their capacities in mind. Opportunities should be sought for

- part-time jobs
- summer jobs
- internships

A. The work experience

- shows both the student and the counselor what the student can do and the adaptations he can make to job requirements
- is more telling to future employers than an academic transscript; it is proof that the individual can perform effectively.
- is training in the general demands of the work place, such as punctuality, responsibility, chain of authority and relationships with co-workers; and skills which may be career-related

B. To develop these job opportunities, the counselors should work with

1. the affirmative action officer on campus
2. outside businesses and agencies, whether affirmative action is required or not
3. other local service providers. For example:

a. at City University of New York, the College Work Study Coordinator for Job Development worked with the Urban Corps to develop positions for the physically disabled at the Board of Education

b. local U.S. Employment Service Offices, which have job development activities (38)

c. local prime sponsor for Comprehensive Employment and Training Act (CETA) funds

4. Institute for Rehabilitation Medicine, which has summer work programs for severely disabled students.

5. Human Resources Center in Albertson, New York, which has developed a College Work Orientation program for handicapped students throughout New York State. Following the freshman or sophomore year, students may be placed in summer jobs in their fields of interest.

6. Dr. John M. Flynn of the State Senate Student Programs Office, who welcomes applications from handicapped students seeking internships during Session. Dr. Flynn's address is:

Room 500 A
Capitol Building
Senate Student Programs Office
Albany, New York 12247
(518) 472-7460

7. International Business Machines Corporation, which has a summer work experience program for deaf college students. Deaf students who are planning to transfer to four-year colleges to earn bachelor's degrees may be eligible for this IBM program. Students must have completed their sophomore year; be enrolled in a baccalaureate program; have an IBM-related major, such as computer science, business data processing, engineering, chemistry or accounting; and be sufficiently proficient to work productively with some supervision. Positions are available at various IBM locations and the company will pay relocation costs as well as a salary.

Deaf students who would like to apply for this program should contact

Dr. Stephen Jamison
IBM Corporation
555 Bailey Avenue
San Jose, California 95150

before March 1 with a resume, a list of completed courses in major study area, and the name and telephone number of an individual through whom they can be reached. (Information about this program was culled from a mailing from the Teachers College Project for Handicapped Students—see

8. agencies, including the college itself, without funds for salaries, which require volunteer workers. Aside from the lack of monetary payment, volunteer positions can offer all of the other advantages and experience that derive from paid work.

II. Vocational Counseling

The counselor should be available for individual consultation regarding job opportunities relative to the different career programs, and for vocational evaluation. It is pertinent at this point to note that some vocational specialists urge that vocational objectives not be made narrow: focus should be on a cluster of possibilities or "job families" so that too many options are not precluded. (11, p. 146)

Those counselors who, because of preference or limited resources, want the assistance of outside agencies, should be aware of the following resources:

A. New York Office of Vocational Rehabilitation: vocational diagnosis (63)

B. U.S. Employment Service: appraisal (38)

C. Federation Employment and Guidance Service: vocational evaluation and testing, all handicapped except the blind. (56)

D. Federation of the Handicapped, Inc.: vocational diagnosis, all handicapped except the blind (64)

E. ICD (Institute for the Crippled and Disabled) Rehabilitation and Research Center: vocational evaluation (65)

F. Institute of Rehabilitation Medicine: testing, work tryouts (66)

G. Jewish Guild for the Blind: vocational evaluation of the blind (67)

H. New York Association for the Blind (The Lighthouse): evaluation of blind residents of Manhattan, Queens, the Bronx, Richmond and Westchester (68)

I. Commission for the Visually Handicapped: evaluation of the blind (69)

J. American Foundation for the Blind: staff employment specialist; also rents or sells the following films: As a Blind Person, a profile of a blind teacher and school principal; and Curt, about a blind student of electrical engineering. (70)

K. The following should be useful reading on the subject of vocational testing:

1. A Directory of Information on Tests is a directory of books, information systems and other materials on testing. It includes a section called "Strategies for Using These Sources". (60)

2. Vocational Assessment Systems, Application in Programs Serving Special Needs Populations contains commentaries and detailed descriptions of several major testing systems including Singer Graflex, TOWER and JEVS (Philadelphia Jewish Employment and Vocational Service). (61)

3. A Comparison of Seven Vocational Evaluation Systems deals with the three systems mentioned above among others. (62)

III. Orientation

Present the student orientation program developed during the Pre-Admission period.

FIRST SEMESTER

I. Initiate Placement of Students in Part-time, Inter-session or Vacation Period Positions, based on earlier job development activities.

A. Encourage job-seeking on the part of disabled students

1. Stress importance of pre-graduation work experience to this population in particular

a. It will help overcome whatever doubts and anxieties the students themselves may have.

b. It will document, as well as increase, the student's capacity to perform productively.

2. Keep readily available listings of potential employers

3. Encourage independent job-developing by students, through directories of local businesses and agencies

B. Maintain standards when referring and placing. As suggested by the Orange County Community College staff (1):

1. adhere to eligibility criteria, where they exist—for example, in specifically funded job programs for targeted groups

2. place selectively where disability will not interfere with job requirements

3. do not place a student solely because he has a disability

II. Arrange for Trips to Work Sites, Exploratory Meetings Between Students and Business People, and Consultations between Students and Members of Professional and Trade Associations.

This should serve to sensitize students to work world demands as well as provide objective information to all parties, and initiate potential networks.

III. Develop Activities to Prepare Students in Job-Seeking Skills and Work Place Demands.

A. At Farmingdale Community College, the Placement Office and the Office of Special Services co-sponsored Job Readiness Workshops. Three workshops were offered, each presented once in the morning and repeated in the evening.

Workshops I: Preparation for an Effective Job Search
  Attitude Review
  Asset Review
  Values in Work
  Employer Expectations
  Identification of Job Objective

Workshop II: Techniques of the Job Search
  Where and How to Find Jobs
  How to Fill Out the Application
  Resume and Cover Letter Preparation

Workshop III: Interview Technique
  Role Play and Interview Preparation
  Post-Interview Follow-up

For additional information, contact Mrs. Anita Tritell, (516) 420-2692.

B. In Implementation of Strategies for the Handicapped other preparation workshops are described:

1. Students role-play as job applicant and employer, with interview video- or audio-taped and played back so that the performance can be analyzed ("You didn't stress your strong points.")

2. When students return from actual interviews, they are "debriefed": "What questions were asked?" "What were the answers?" "How did you feel?" "How do you think the interviewer reacted?" The technique is used to correct deficiencies and improve attitude and performance in subsequent interviews.

C. The Wisconsin Vocational Studies Center has developed and packaged Employability Skills Programs, including a 15-module set for post-secondary students, with cassettes, film strips, Instructor's Guide, script and exercises for job letters, resumes and interest inventories. A demonstration kit containing samples of several modules on a filmstrip with tape, is available on a 15-day trial basis. The purchase price of the post-secondary version is $300.00 (*). For more information contact the Center at:

University of Wisconsin-Madison
Roger H. Lambert, Associate Director
321 Education Building, (Box 49)
Madison, Wisconsin 53706

D. Of special concern relative to hearing-impaired students: it is important for these students to prepare to go to interviews with resumes in hand. This written information in front of the prospective employer compensates a great deal for the difficulty in understanding the speech of the applicant.

E. Rehabilitation International U.S.A. (RIUSA, a New York City-based national voluntary agency which serves the disabled throughout the world) in 1973 undertook a demonstration project in Puerto Rico involving placement of the disabled. Many successful placements were achieved, but an important factor was revealed about many who were not placed: a fourth of the clients failed to report for job interviews. The agency speculated that the life experience of the disabled with its repeated failures and rejections, leads them to expect more of the same, and so they do not report in order to save time, money and pain.

This pessimism and anxiety about interviews could be confronted and, if possible, dispelled, and the consequent broken appointments avoided, during activities concerned with developing job-seeking skills. This can be crucial not only to the individual anxious student, but to all those disabled students who might later wish to be placed with the employers who have been "stood-up". (37)

IV. Implement Career Planning Courses/Seminars/Workshops (see pp. 65, 66)

SECOND and THIRD SEMESTERS

Offer the job skills preparation activities developed earlier.

FOURTH SEMESTER

The placement officer's activities relative to students in the fourth college semester must focus on finding actual, available jobs for each of them. The success of this effort may depend in large part on the ground-laying of the preceding years: the effectiveness of the education and sensitization of potential employers; the number and quality of the relationships established with these potential employers; the placement counselor's familiarity with the job market; and relative to the student, how realistic his goals, how pertinent his education and how thorough his preparation for self-sufficiency.

The usefulness of again talking with employers to reiterate and reinforce at this stage the practical advantages and feasibility of hiring the disabled, should not be underestimated, however. Therefore, upon identifying job vacancies, the counselor should be prepared to itemize financial incentives for hiring the handicapped, and be armed with suggestions about adaptive methods and devices. In working with potential employers at this point, the emphasis moves from the general understanding of the mandates of 503, 504, and the Flynn Act, and social responsibility; from the theoretical acceptance of the capacity of the disabled for reliable, productive labor to hiring a specific individual to do a particular job.

I. Incentives

Through the mass media, professional gatherings, and vocational and rehabilitation periodicals, be alert to, and then investigate, current money incentive programs of government agencies and business groups. For example:

A. Amicus (24) described the Tax Reduction and Simplification Act of 1977 (PL 95-30) which allows a tax credit for employers of handicapped persons. The law allows a tax credit of 50 percent of the first $4200 of wages paid to each new employee, up to $100,000 a year. However, the hiring of a new handicapped employee permits an additional 10 percent credit. The tax credit is allowed for one year only. More details can be found in Section 51 of the Internal Revenue Code.

B. As was indicated earlier, for selected clients, the Office of Vocational Rehabilitation will pay the employer "tuition" for on-the-job training to help meet employment costs, on a gradually decreasing basis.

C. OVR will also pay up to two or three hundred dollars for adaptive devices for selected clients.

D. IRDOE (9) reports that one college received funds from the National Alliance of Businessmen for job development.

E. The local prime sponsor for Comprehensive Employment and Training Act (CETA) funds may support certain jobs.

F. For the employer concerned about costs to the larger community of hiring the handicapped, the counselor might find it useful to refer to Kalisankar Mallik's cost-benefit analysis (42). In the single cited case, he includes in his calculations the cost of adaptive equipment, client evaluation services, the client's salary and resulting benefits to the government through added tax payments and reduced Social Security benefit payments, and concludes that over five years the benefit to the government from the employment of one disabled client was $34,682.

G. The counselor might reiterate the dollar savings likely to accrue because of the stability associated with disabled employees.

II. Adaptive Devices and Job Restructuring

A. It should be the responsibility of the placement counselor to make potential employers aware of what can be done through the use of adaptive equipment and redistribution of job functions, so that they will not overlook consideration of disabled applicants when vacancies occur. However, the burden of identifying and suggesting specific accommodations that will satisfy the needs of both the job applicant and the employer should probably rest with the rehabilitation or placement counselor, the disabled applicant and/or a team of specialists. To repeat, the specialists used at the Job Development Laboratory at George Washington University are a rehabilitation coordinator, biomedical engineer, industrial designer, and occupational therapist. (11, p.162)

B. Again, the counselor is reminded of the work and publications of the Job Development Laboratory for inspiration and specific suggestions about job adaptations. (11,42,43,44) The Laboratory stresses affirmative evaluation: what can be done instead of what cannot be done. For example:

1. Someone with a neuro-muscular condition can use an adapted tape recorder instead of taking written notes

2. Someone with impaired finger dexterity can use a typewriter with a universal hand splint

3. Someone who is spastic and has impaired pinch can use a microfilm viewer instead of turning pages

4. An individual with limited shoulder extension can be a mail clerk if he has a sorter built at an appropriate height and angle. (42)

C. In Adaptation of Jobs for the Disabled (41), some of the note-worthy points are:

1. Although several persons in an individual firm may be involved in effecting adaptations, one should be assigned responsibility when a situation which might benefit from adaptation is identified.

2. The cost of adaptation is frequently unexpectedly low. In addition, the author confirms our earlier comment: Whatever expense is incurred by adaptation may easily be offset by the fact that disabled workers are conscientious, less likely to change jobs and have fewer absences than their able-bodied counterparts.

3. Photographs present many actual adaptations devised for a wide range of disabilities.

D. Regarding adaptive equipment, IRDOE (10) reports that counselors from OVR and the Institute of Rehabilitation Medicine urged a de-emphasis of adaptive "hardware". The arguments were:

- Most disabled persons do not require much in the way of "hardware"
- Employment of disabled persons should be "sold" by stressing that they can be treated as anyone else is, rather than through factors which set them apart
- Job restructuring is simpler

Remembering these comments should help the counselor maintain a sense of proportion. Adaptive equipment can open unexpected opportunities for the productive employment of many disabled individuals, and the mind should be receptive to the possibilities. However, all alternatives should be considered.

III. Potential Employers

A. The placement officer is referred to many of the resources listed earlier in this chapter relative to development of pre-graduation work experience. Clearly, employers who have had positive experiences with disabled employees on a part-time or temporary basis can be expected to hire them for permanent, full-time work when vacancies exist.

B. Particular attention should be given to jobs with the federal government, which has a Selective Placement Program designed to encourage utilization of all disabled persons.

1. Each federal agency has coordinators with specific responsibility for the employment and promotion of handicapped persons

2. Although most of the disabled employed by the United States get their jobs through the usual competitive procedures, there are special authorities as well:

a. The 700-hour appointment authority for trial appointment of disabled applicants

b. Two Schedule A excepted appointment authorities for those who have had some experience, meet minimum standards, are recommended by their agencies, and are approved by the Civil Service Commission

3. Special testing procedures are provided when required. For example:

a. oral examinations for the blind
b. interpreters for the deaf
c. extra time or special examiners for the orthopedically impaired. (39)

4. Information is available from

Federal Job Information Center
U.S. Civil Service Commission
Federal Building
26 Federal Plaza
New York, New York 10007

or

301 Erie Boulevard West
Syracuse, New York

The counselor should know that there may be instances in which getting a job may result in an intolerable financial burden to a disabled individual—for example, when he is gainfully employed he may lose his eligibility for government-financed attendants and special transportation. If the disabled individual requires these aids in order to live independently, and his salary will be insufficient to cover their cost in addition to his general maintenance, he may be unable to accept a position. This possibility should be confronted before a placement is arranged. In some cases volunteer (non-recompensed) employment may be the practical solution.

POST-GRADUATION

I. Follow-Up

A substantial number of professionals concerned with job placement for the disabled emphasize that the counselor's responsibilities should not end when the client is offered and accepts a position. For example:

A. The placement counselor at Orange County Community College urges sustained working relationships with the employing community which include post-employment comment on how clients are faring. This continued communication

1. permits the counselor to assist in the resolution of on-the-job problems related to his client

2. should encourage employers to "risk" hiring the disabled in the future

3. may result in a mutually-beneficial cross-referral system in which community employers refer to the college employees who are newly-disabled and require retraining, and those who need counseling. (1)

B. The Oregon State Board of Education recommends a follow-up period of a year. (46)

C. The director of the Epilepsy Foundation's TAPS program recommends follow-up which includes support and advice for management and clients, such as social services, dispute mediation and emergency transportation; and group sessions for employers and employees to ease tensions and discuss mutual problems. (47)

D. SUNY-Buffalo has developed a questionnaire through which it attempts to determine the status of graduates and the degree to which they found college services helpful. This identifies another obvious reason for pursuing post-graduation communication with clients and employers: it provides an excellent means of evaluating the college's counseling and placement services.

PLACEMENT OFFICE CHAPTER

REFERENCES and RESOURCES

1. Special Placement Counselor, Final Reports, 1971, 1972, 1973., Turrino, Lawrence, prepared at Orange County Community College, Middletown, New York, under New York State Vocation Education Act, Nos. 71-2-489, 72-2-191, 73-2-254.
2. "The Disabled Employee: Separating Myth from Fact," Nathanson, Robert, Harvard Business Review, May/June 1977. (*)
3. Law Review of DePaul University School of Law, Chicago, Illinois, Summer 1978, edition devoted entirely to legal issues pertinent to employment of the handicapped. (*)
4. "When You've Hired a Blind Person," American Foundation for the Blind, Inc., 15 West 16th Street, New York, New York 10011.
5. "Why Not Hire a Blind Person," American Foundation for the Blind, Inc., ibid.
6. Employment Assistance for the Handicapped, The President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, D.C. 20010, 1967. (*)

   This directory, which is free to counselors, lists federal and state programs to help the handicapped person to employment.
7. Successful Disabled Persons International, 6 volumes, published by People-to-People Program, Committee for the Handicapped.

   This offers biographical sketches of persons with wide range of disabilities and occupations.
8. People at Work: 50 Profiles of Men and Women with MS, The President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, D.C. 20010 and National Multiple Sclerosis Society, 1974, Government Printing Office 0-560-068.
9. Implementation of Strategies for the Handicapped II, Schneps, Jack A., et al., Institute for Research and Development in Occupational Education (IRDOE), City University of New York, 1976.
10. College and Industry: Partners in the Handicapped Employment Role, Schneps, Jack A., et al., IRDOE, ibid.
11. Comprehensive Vocational Rehabilitation for Severely Disabled Persons, Mallik, K., et al., Job Development Laboratory, George Washington University Medical Center, Washington, D.C. 1975.

    This volume includes specific descriptions and illustrations of ways in which handicapped individuals were trained for jobs in information technology and how technical equipment was adapted to their needs.
12. "Toward a Collaborative and Process Approach: Life Career Development Placement with the Handicapped Student in Postsecondary Education," Blosser, R.E., Coordinator, Specialized Student Services, Southern Illinois University at Carbondale.
13. Into the Mainstream: A Syllabus for a Barrier-Free Environment, Kliment, Stephen A., published by Rehabilitation Services Administration and American Institute of Architects, 1975.
14. Architectural Planning for the Physically Handicapped, National Easter Seal Society. (*)

    This is a checklist of recent publications which is compiled regularly. Single copies are free.
15. Vocational Rehabilitation of the Disabled: An Overview, edited by Malikin, David and Rusalem, Herbert, New York University Press, 1969.
16. Pathways to Employment, Recommendations made during the meeting of The President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, D.C. 20010, November 22-23, 1976.
17. The Company and the Physically Impaired Worker, study by the National Industrial Conference Board, 1957. (*)

18. "Disability is No Handicap for DuPont," Wolfe, Joe, The Alliance Review, publication of National Association of Businessmen, Winter 1973-4.
19. "Hiring the Handicapped: Facts and Myths," American Mutual Insurance Alliance and The President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, D.C. 20010.
20. "Hiring the Handicapped," National Association of Manufacturers, 1964. Includes suggested company policy and procedure.
21. "Preparing an Employee Benefit Package for Part-time Workers," Catalyst, 14 East 60th Street, New York, New York 10022, 1975.
22. "Flexible Work Schedules," Catalyst, 1973. ibid.
23. "Affirmative Action: Opening Doors to Employment," Amicus, publication of the National Center for Law and the Handicapped, September 1976.
24. "Section 504 and the New Civil Rights Mandates," Amicus, September 1977.
25. It's About Time various handicapped populations Came Out in the Open, eight pamphlets, published by Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 321 Education Building, Box 49, Madison, Wisconsin 53706.
26. Career Accessibility Model (CAM), Institute for Career Research, 1399 Washington Street, Hanover, Massachusetts 02339.

    Under a grant from the U.S. Bureau of Education for the Handicapped, this project involves close interaction between the schools and the business community and the restructuring of both jobs and curriculum.
27. Employment Seeking Preparation and Activities, Keith, Robert, Preval Company, 271 Woodland Pass, Suite 207, East Lansing, Michigan 48823. (*)

    Based on studies done in cooperation with rehabilitation agencies, this series of self-help manuals is directed at vocational rehabilitation clients and focuses on career goals, identifying assets and liabilities, developing interviewing skills and resumes.

    A Leader's Guide is also available, designed to be used by a small group of clients with one acting as a leader.

    Entire series: $25.00
    Leader's Guide: $ 5.00
28. "Why Should You Put a Deaf Person on Your Payroll?", National Technical Institute for the Deaf, Rochester Institute of Technology, One Lomb Memorial Drive, Rochester, New York 14623. (*)
29. Deaf Persons in Professional Employment, Grammatte, Alan B., published by Charles C. Thomas, Springfield, Illinois, 1968. (*)
30. Performance, The President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, D.C. 20010.

    This monthly magazine provides current information on rehabilitation and placement of the handicapped, including articles on successful achievements of the disabled. It is available without cost from the above address.
31. Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped, by Herschbach, D.R., University of Maryland, 1976, available from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210. Eric Document 134 806.

    Among other things, this volume briefly describes two films which might prove useful to the counselor involved in making employers aware of the work capabilities of the handicapped. EDRS Price: hardcover—$7.35, Microfiche—$ .83 plus postage.

    Good People, a film produced by the Hughes Aircraft Company in 1970, is about the company's successful employment of the handicapped. A 1974 film, A Fighting Chance, is about the struggle of a blind veteran to find employment. They are available through The President's Committee on Employment of the Handicapped, 1111 20th Street, N.W., Washington, D.C. 20010.
32. New York State Annual Report for Occupational Education, New York State Education Department, June 1974. ERIC Document 103 695, address above. Microfiche—$ .76, Hardcover—$6.97 plus postage.
33. Vocational Education: A Manual of Program Accessibility for the Physically Disabled Two-Year

College Applicant, State University of New York Coordinating Area No. 4, 1977, ERIC Clearinghouse for Junior Colleges, ERIC Document 145 868. Microfiche—$ .83, Hardcover—$12.71 plus postage.

For mandated courses in 49 of the most popular career programs offered in the SUNY-CUNY community colleges, this manual presents academic and physical course requirements, and characteristics of jobs graduates of these programs might seek. Job titles and characteristics are based on the *Dictionary of Occupational Titles*.

34. *Employment for the Handicapped: A Guide for the Disabled, their Families and their Counselors*, Arthur, Julietta K., Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37202, 1967.

Although this book is not current, it might be a useful addition to the counseling library. It contains chapters titled: Where To Get More Information, Meeting the Employer Halfway, To Tell or Not to Tell, Opportunities in Government Service.

35. *The Talking Library of Occupational Information for the Blind*, Greater Detroit Society for the Blind, 1401 Ash Street, Detroit, Michigan 48208. (*)

This file of 32 cassettes, also available in print, contains information about successful employed blind men and women. It is divided into 21 *Dictionary of Occupational Titles* (D.O.T.) Worker Traits categories and describes several hundred jobs, including:

- educational requirements
- where training is available
- special needs adaptations
- employment outlook
- prospective employers
- earnings

According to the employment specialist at American Foundation for the Blind, it is particularly useful for the beginning counselor or the student investigating job possibilities on his own. Edition with Braille and large print indices: $85.00.

36. *Dictionary of Occupational Titles*, U.S. Department of Labor, 1965. Available from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Volume I: Definitions of more than 21,000 occupations
Volume II: Occupational Classification and Industry Index, including occupational categories and worker trait groups.

Information includes job functions, physical and personality criteria, and educational level.

37. Report on Corporate Handicapped Worker Program in Puerto Rico, Rehabilitation International. U.S.A., 20 West 40th Street, New York, New York 10018.

38. *Manpower Magazine*, and *Interviewing Guides for Specific Disabilities* (*)

The monthly magazine and the guides are published by the United States Employment Service (USES), Washington, D.C. 20213. The Employment Service, part of the Department of Labor's Manpower Division, administers a national network of employment offices which offer counseling, evaluation and placement for handicapped persons. Local offices may be contacted for more information.

39. *Working for the U.S.A.* (BRE-37)
Employment of Physically Handicapped Persons (BRE-8)
Employment of the Blind (BRE-23)
Employment of the Deaf (BRE-22)

These are publications of the

U.S. Civil Service Commission
1900 E Street, N.W.
Washington, D.C. 20415

40. *Vocational and Educational Opportunities for the Disabled*, INA Mend Institute, Human Resources Center, Albertson, Long Island, New York 11507.

Prepared and distributed jointly by the Insurance Company of North America and Human Resources Center, this booklet contains listings and descriptions of resources, clearly presented.

41. *Adaptation of Jobs for the Disabled*, International Labor Office, Washington Branch, 1750 New York Avenue, N.W., Washington, D.C. 20006, 1969, $3.20.

42. "Model for Placement", Mallik, Kalisanker and Sablowsky, Ruth, Journal of Rehabilitation, November-December 1975.

    Describes the process by which job placement for the severely physically handicapped is effected, including client and job evaluation, description and illustrations of adaptations, cost-benefit analysis, and a case study.

43. "A Practical Design Approach to Rehabilitation Products", Mallik, K. and Mueller, J., Proceedings of the Fourth Annual Conference on Systems and Devices for the Disabled, Seattle, Washington, June 1977.

    Illustrations of solutions to job adaptation problems.

44. "Vocational Aids and Enhanced Productivity of the Severely Disabled", Mallik and Mueller, Conference on Devices and Systems for the Disabled, April 1975.

    Descriptions of aids used in various occupations and a case study.

45. Affirmative Action to Employ the Handicapped, The President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

    A pocket guide to the requirements of Section 503 of the Rehabilitation Act of 1973.

46. The Role of the Community College in Training the Disadvantaged Handicapped Student, Oregon State Board of Education, June 1970, ERIC Document 042 043, Microfiche—$.50, Hardcover—$4.05.

47. "Epilepsy and Employment: Placement Problems and Techniques", Benson, Harold Jr., Training and Placement Service Project, June 1977, Epilepsy Foundation of America, 1828 L Street, N.W., Washington, D.C. 20036.

48. Dr. Sheila H. Akabas, Director, Regional Rehabilitation Research Institute, Columbia University School of Social Work, 622 West 113th Street, New York, New York 10025.

    One of five Institutes established by the Rehabilitation Services Adminstration of HEW throughout the country, the Institute at Columbia University focuses on the role of unions and management in job opportunities for the severely disabled.

49. Edward Garvey, New York Department of Labor, Two World Trade Center, New York, New York 10047, (212) 488-5544.

    Mr. Garvey is the individual to contact for additional information about the specially trained professionals in New York State Employment Service offices responsible for placing the handicapped. The Selective Placement Offices are:

Miss Rosalind Rubin
Industrial Office
250 Schermerhorn Street
Brooklyn, New York 11201
(212) 855-7500

Mr. Irwin Horowitz
255 West 54th Street
New York, New York 10019
(212) 265-2700

Ms. Elaine Abrams
1515 Broadway
New York, New York 10036
(212) 869-8000

Mr. Phillip Morris
174 Grand Street
White Plains, New York 10601
(914) 946-7850

Ms. Priscilla Goehle
301 Old Country Road
Hicksville, New York 11801
(516) 938-9100

Mr. Russell Salerno
730 Fillmore Street
Buffalo, New York 14212
(716) 854-4242

Mr. Douglas Kreinheder
District Office
1324 Pine Avenue
Niagara Falls, New York 14300
(716) 842-4629

Ms. Betsy Sconfietti
155 West Main Street
Room 400
Rochester, New York 14614
(716) 546-1770

Ms. Trudy Moss
677 South Salina Street
Syracuse, New York 13202
(315) 474-7271

50. Harold Russell, publisher, Newsletter for Industry: Affirmative Action for Handicapped People, 235 Bear Hill Road, Waltham, Massachusetts 02154.

    A one-year (10 issues) subscription to this newsletter is $35. Additional subscriptions $10.

    Mr. Russell is also chairman of The President's Committee on Employment of the Handicapped.

51. Bertha N. Cutcher, Campus Coordinator, Services for the Handicapped, SUNY at Buffalo, 149 Goodyear Hall, 3435 Main Street, Buffalo, New York 14214, (716) 831-3126.

    Judging from the materials we have seen, the Buffalo staff should be a good source of information and suggestions.

52. The following individuals from different institutions worked together on an article, "Career Planning and Placement with the Handicapped Student in Higher Education" and should be useful sources of information:

    a. Mary Lou Breslin, Job Development Specialist, or Lynn Witt, Administrative Assistant, Physically Disabled Students Placement Project, Career Planning and Placement Center, Bldg. T-6, University of California, Berkeley, California 94720.

    b. Ms. Pat Marx, Director, Handicapped Student Services, Wright State University, Dayton, Ohio 45431.

    c. Rich Giandana, Coordinator of Employment Development, National Technical Institute for the Deaf, Rochester, New York 14623, (716) 464-6216.

    d. Alfred H. DeGraff, Administrator for Disabled Student Services, Boston, Massachusetts 02215.

    e. Ron Blosser, Coordinator, Specialized Student Services, Southern Illinois University at Carbondale, Carbondale, Illinois 62901.

53. Proceedings of the Midwest Workshop: Career Development and Placement Services with the Handicapped College Student, December 1977, Southern Illinois University, Carbondale, Illinois. Contact:

    Ron E. Blosser, Coordinator, Specialized Services (*)

54. New York City Mayor's Office for the Handicapped, does not make placements, but does refer interested persons to appropriate agencies. Handicapped New York City residents are eligible for its services at the Center for the Handicapped, 61 Chambers Street, New York, New York 10007, (212) 349-5205.

    Placement counselors throughout the state may wish to contact the Director, Eunice Fiorito, for information and suggestions at the Executive Office, 250 Broadway, New York, New York 10007, (212) 566-0972.

55. Just One Break (JOB), 373 Park Avenue South, New York, New York 10016 is a non-profit employment agency for the permanently disabled in New York City. There is no charge for its service to either the job applicant or the employer.

56. Federation Employment and Guidance Service, 215 Park Avenue South, New York, New York 10003, (212) 777-4900.

    All physically handicapped persons, 16 years old or more, except the blind or deaf, are eligible for this agency's services, which include: placement, individual and group educational and vocational guidance, vocational rehabilitation, skills training and psychological testing. There is a small fee for individual guidance, based on ability to pay.

57. Model Career Guidance Program for Michigan Community Colleges presents a model for planning, organizing and implementing a community college career guidance program. (*) It may contain materials instructive to counselors outside of Michigan, too. It is available for $15.00 from Michigan State University, Career Education Resources, 3rd Floor, Erickson Hall, East Lansing, Michigan 48823.

58. The President's Committee on Employment of the Handicapped, 1111-20th Street, N.W., Washington, D.C. 20010 is composed of over 600 organizations and individuals representing handicapped persons, business, labor, media, medicine, rehabilitation, religious, veterans and other interested groups. In its efforts to help the handicapped become self-sufficient, the Committee conducts programs to eliminate barriers; further education, training, and employment opportunities; and develop community acceptance of the disabled. The chairman is Harold Russell.

59. In a literature review, The Job Hunt of the Disabled, Louis Medvene of one of the Regional Rehabilitation Research Institutes, lists two studies which may be of interest to placement counselors for the disabled:
    - — Berkowitz, Monroe, et al., Measuring the Effects of Disability on Work and Transfer Payments. New Jersey, Rutgers University, 1972.
    - — Nagi, S.Z., McBroom, W.A. and Collette, J., "Work Employment and the Disabled.", The American Council of Economics and Sociology, January, 1972, 31(1), 21-34.
60. Backer, Thomas B., A Directory of Information on Tests, ERIC Clearinghouse, Educational Testing Service, Princeton, New Jersey 08540.
61. Vocational Assessment Systems, Application in Programs Serving Special Needs Populations, Iowa Department of Public Instruction, Special Needs Section, Grimes State Office Building, Des Moines, Iowa 50319, 1973.
62. A Comparison of Seven Vocational Evaluation Systems, Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, Wisconsin 54751, 1976.
63. Office of Vocational Rehabilitation
State Education Department
99 Washington Avenue
Albany, New York 12210
(518) 474-2712

Potentially employable handicapped individuals are eligible for the services of OVR, which are designed to develop, improve and/or restore the ability to work. (The legally blind are served by a separate agency, the Commission for the Visually Handicapped). Agency services may include counseling, medical examinations and other evaluation techniques, physical rehabilitation, instructions, training, transportation, interpreter services, placement and follow-up. Additional services, for which clients are asked to share the expense, are prostheses and assistive equipment, medical and hospital care, college or university costs and vocational tools. Disabled persons should apply to the nearest OVR office.

Area offices and the counties they serve are listed among the Resources following the Counseling Office chapter.

64. Federation of the Handicapped, Inc.
211 West 14th Street
New York, New York 10011
(212) 242-9050

The Federation serves handicapped individuals, with the exception of the blind, in New York City. It offers vocational diagnostic services, social casework, and medical and psychiatric consultation.

65. ICD (Institute for the Crippled and Disabled) Rehabilitation and Research Center
340 East 24th Street
New York, New York 10010
(212) 679-0100

ICD affiliated with New York University, is active in rehabilitation research and professional education, and is a prominent vocationally-oriented outpatient rehabilitation center. The vocational services it provides are work evaluation, skills training, counseling and placement.

66. Institute of Rehabilitation Medicine
400 East 34th Street
New York, New York 10016
(212) OR 9-3200

Among the Institute's vocational services are counseling, testing, work tryouts and placement. The Vocational Services Department also conducts a Summer Work Program for Severely Physically Disabled Students, placing students in jobs reflecting their interests and skills, and providing special transportation between home and job for most of them. The telephone extension for this division is 2172.

67. Jewish Guild for the Blind
15 West 65th Street
New York, New York 10023
(212) 595-2000
Among the services offered by the Jewish Guild for the Blind are evaluation of vocational interests and skills and placement.

68. New York Association for the Blind (The Lighthouse)
111 East 59th Street
New York, New York 10022
(212) 355-2200
The Lighthouse serves residents of Manhattan, Queens, the Bronx, Richmond and Westchester county. It will serve residents of other areas only if there is no similar program there. Among its services are evaluation, vocational training and placement. Addresses of other Lighthouse locations are listed among the Resources following the Counseling Office chapter.

69. The Commission for the Visually Handicapped
N.Y.S. Department of Social Services
1450 Western Avenue
Albany, New York 12243
Legally blind New York State residents 14 years of age or older are eligible for free diagnostic evaluation and vocational rehabilitation services. Addresses of area offices are listed among the Resources following the Counseling Office chapter.

70. American Foundation for the Blind
15 West 16th Street
New York, New York 10011
(212) 924-0420
Employment Specialist: Harry Link

71. National Technical Institute for the Deaf
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, New York 14623
(716) 475-6400
This college provides educational opportunities in professional and semi-professional technical careers for persons with substantial hearing impairments.

LIBRARY

The availability and adequacy of a library is critical to academic success. For handicapped students, this usually means one library in particular—the one on campus. Students with disabilities may not be able to reach another library facility at all; certainly it is more difficult and time-consuming for them to do so than it is for the able-bodied. Consequently, the school library must be accessible to all students on campus—this includes, of course, the reading materials as well as the building itself.

PRE-ADMISSION

I. Physical Accommodations

A reading resource room or other adequate space might be established for disabled students who require the use of special equipment.

A. For example, at SUNY-Albany a room in the library has been set aside for visually-impaired students. It holds a Visualtek unit (25) (which partially-sighted individuals use to enlarge printed material and have it displayed as either a positive or negative image) and an Ednalite (a table model illuminated magnifier).

B. Other equipment which would be useful in a special resource room would be a typewriter, a Braille writer and tape equipment. A reference circular called Aids for Handicapped Readers describes aids, where they are available, and often order numbers and prices. Among the items listed are low vision aids, aids for holding a book or turning pages, typewriters and accessories, Braille writing equipment, and sound producers. The circular is available from:

Reference and Information Section
Division for the Blind and Physically
Handicapped
Library of Congress
Washington, D.C. 20542

C. The Optacon is a portable, battery-operated reading device which converts inkprint into a vibrating, tactile form. The blind person reads by moving a small camera across the print with one hand and scanning the tactile array with a finger of the other hand. In 1976 a standard model cost $2,895. A training course in Palo Alto, California is offered for teachers at $275, for readers at $550. The company's main office address is: Telesensory Systems, Inc., 3408 Hillview Avenue, Palo Alto, California 94304. A New York representative is: Diane Jackson, 118 Braunsdorf Road, Pearl River, New York 10965, (914) 735-9223.

D. If space permits, aisles should be wide enough for wheelchair passage.

II. Human Assistance

If files and book shelves are inaccessible to some disabled students, library personnel should specifically be assigned to assist them.

A. At SUNY-Buffalo, a librarian of each collection on each campus has been named to help handicapped students when they request it. Assistance may involve an individual orientation to the library, a recommendation to the campus Office for Services to the Handicapped for assignment of an aide, or merely arranging to have materials duplicated.

B. Ramapo College in New Jersey has a number of volunteer students who have auditioned as readers.

III. Resources

Assemble and maintain a file of library services available to the handicapped via mail order and inter-library loan, and lists of books already in Braille, tape or in large print. Some resources are described below, and others are listed at the end of the chapter.

A. Talking Books

1. Talking book machines, which are special record players, and recordings of books are owned and distributed by the Library of Congress through:

The New York State Library for the
Blind and Physically Handicapped
226 Elm Street
Albany, New York 12202

and

The New York Public Library
Library for the Blind and Physically
Handicapped
116 Avenue of the Americas
New York, New York 10013

Applications for service may be made directly through the above libraries or from

Library of Congress
Division for the Blind and Physically
Handicapped
Washington, D.C. 20542

Persons already registered in their home communities may arrange for transfer of registration to the library nearest their schools.

Most of the books in these collections are directed at the general reader, but some materials for students are available. Braille materials are also distributed.

Two bi-monthly publications, Talking Book Topics and Braille Book Review; and biennial cumulative catalogs, in print, Braille and on records, keep registered readers informed of the latest books produced. A booklet, For Students, with information about recordings and equipment is also available from the Library of Congress.

2. Recordings for the Blind, Inc.
215 East 58th Street
New York, New York 10022

This non-profit organization lends recorded educational books free of charge for the entire school year. When requested, books may be held beyond that time. A catalog of their 35,000 or so titles is available and books are transcribed on request.

3. The American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

According to Handbook for Blind College Students, Mr. Carl Lappin at APH is the best available resource for locating textbooks which have been transcribed by volunteer groups throughout the United States. APH has a catalog of books which have been produced on tape, in Braille and in large type, and a catalog, Tangible Apparatus, of aids and appliances for sale.

4. Halvorson Associates
P.O. Box 9975
Chevy Chase, Maryland 20015

A leaflet, Great Authors on Tape, lists titles, authors and prices of "classics" recorded and available on cassette tape from this company.

5. A weekly news report, Talking Magazine, is available from

U.S. News and World Report
2300 North Street, N.W.
Washington, D.C. 20037

B. Braille Materials

1. Library of Congress Division for the Blind and Physically Handicapped (See details under Talking Books above.)

2. American Printing House for the Blind (See details under Talking Books above.)

3. The National Braille Association operates the Braille Book Bank which has master copies of many textbooks produced in Braille from which it can make Thermoform duplicates on request. In some cases, books not yet in Braille are transcribed on request. An ink print or Braille edition of this catalog is available for $.50 or may be found at the regional libraries. Visually-handicapped college or graduate students may order books, which are priced below cost, or the catalog from:

NBA Braille Book Bank
85 Godwin Avenue
Midland Park, New Jersey 07432

4. Royal National Institute for the Blind
224 Great Portland Street
London, W.1, England

This institute prints catalogs of mostly inexpensive books, music and equipment, and lends books to students throughout the world.

5. Baruch Computer Center for the Visually-Impaired
Mailing Address: 17 Lexington Avenue
New York, New York 10010
Location: 42 East 26th Street
New York, New York 10010
(212) 725-7644

As one of its services, the Computer Center will print in Braille documents up to five pages long (in special instances, up to fifteen). The service is free to members of the New York City University community; for others in academic life the cost is $1.00 a page for the first copy and $.35 a page for additional copies.

C. Large-Type Materials

1. National Association for the Visually Handicapped, Inc.
305 East 24th Street
New York, New York 10010

The Association distributes large-type reading materials which can be ordered from its free catalog.

2. A weekly large-type edition of the New York Times is available by mail from:

New York Times Large-Type Weekly
P.O. Box 2570
Boulder, Colorado 80302

Subscriptions are: $9.97—3 months; $18.97—20 weeks; $48.97—1 year.

3. Large-type dictionaries are available.

D. Miscellaneous

1. Kurzweil Optical Scanner

This machine scans the printed page and reads the material aloud in a computer-generated voice. It has controls to make it speak faster or slower, repeat phrases or spell words. It makes the entire library available to blind persons. A blind person can master the scanner in about ten hours, in contrast to the years required to learn Braille.

Fifteen of the scanners are already in existence, but the Cambridge, Massachusetts company, founded by the developer, Ray Kurzweil, expects to manufacture one each week by the summer of 1978. The two scanners now in New York State are located at:

Mid-Manhattan Library
8 East 40th Street
New York, New York 10016
(212) 790-6574

Jewish Braille Institute of America
110 East 30th Street
New York, New York 10016
(212) 889-2525

2. Members of the network of regional and subregional libraries cooperating with the Library of Congress Division for the Blind and Physically Handicapped will search for materials not found in a local branch and provide them on inter-library loan.

3. Many of these libraries coordinate local volunteer groups which produce in Braille, type or large-type otherwise unavailable materials. Sometimes specialized materials can be transcribed through these groups—for example, materials in foreign languages, mathematics, science or music. A national directory of volunteer groups, Volunteers Who Produce Books, is available at some of the libraries.

FIRST SEMESTER and thereafter

I Curriculum Materials

A file of materials which have been transcribed into Braille, large-type or tape for disabled students might be developed and maintained so that the materials can be used by others.

A. Students should be asked to register and/or deposit specially prepared materials by title, author, subject and perhaps the related course.

B. It might also be possible to develop an inter-campus registry and loan service.

LIBRARY

REFERENCES and RESOURCES

Handbook for Blind College Students (National Federation of the Blind, Student Division, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036) is the source of many of the listings in this chapter. We are grateful for them.

Braille Materials

1. Braille Institute of America, Inc.
   741 North Vermont Avenue
   Los Angeles, California 90029
2. National Braille Press, Inc.
   88 St. Stephen Street
   Boston, Massachusetts 02115
   They also provide tape and disc recordings.
3. Braille Circulating Library
   2700 Stuart Avenue
   Richmond, Virginia 23220
4. Howe Press of Perkins School for the Blind
   175 North Beacon Street
   Watertown, Massachusetts 02172
5. John Milton Society for the Blind
   366 Fifth Avenue
   New York, New York 10027
6. Volunteers Service for the Blind, Inc.
   919 Walnut Street
   Philadelphia, Pennsylvania 19107

Print Book Enlargement Agencies

7. Bell & Howell Company
   Micro Photo Division
   Old Mansfield Road
   Wooster, Ohio 44691
8. Volunteers Service for the Blind, Inc.
   919 Walnut Street
   Philadelphia, Pennsylvania 19107
9. Dakota Microfilm Service, Inc.
   501 North Dale Street
   St. Paul, Minnesota 55103
10. Library Reproduction Service
    Microfilm Company of California
    1977 South Los Angeles Street
    Los Angeles, California 90011
11. Dakota Microfilm Service, Inc.
    345 North Orange
    Orlando, Florida 32801
12. Graphic Systems, Inc.
    140 Bradford Avenue
    Pittsburgh, Pennsylvania 15205

13. Volunteer Transcribing Services
    205 East Third Avenue, Suite 201
    San Mateo, California 94401
14. Xerox Reproduction Center
    5185 MacArthur Boulevard, N.W.
    Washington, D.C. 20016
15. Southern Microfilm Corporation
    P.O. Box 1824
    Houston, Texas 77001
16. Cascade Microfilm Systems
    208 James Street
    Seattle, Washington 98104

Large Print Books

17. G.K. Hall & Company
    70 Lincoln Street
    Boston, Massachusetts 02111
18. Magna Print, John Curley & Associates, Inc.
    P.O. Box 37
    South Yarmouth, Massachusetts 02664
19. American Library Association, Library Administration Division, Standards for Library Services for the Blind and Visually Handicapped, Chicago, Illinois 1967, 54 p., large-type. (*) This is a reprinted excerpt from the COMSTAC Report: Standards for Strengthened Services, Commission on Standards and Accreditation of Services for the Blind, edited by F.A. Kolstler, New York, 1966. The entire report is available from the National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Avenue, New York, New York, $8.00 hardcover, $5.00 paperback.
20. Bray, Robert S., "Multi-Media Library Aids: A Free Service for the Visually Handicapped", The Lion, volume 55, April 1973, p. 8-11.
21. Bray, Robert S., "Library Services to the Blind and Physically Handicapped", Encyclopedia of Library and Information Science, volume 2, New York, Marcel Dekker 1969.
22. Goldsmith, Selwyn, "Library Planning for the Disabled", Book Trolley, volume 3, December 1972, pp. 3-7.
23. Lewis, M. Joy, Libraries for the Handicapped, London, The Library Association, 1969, 48 p.
24. "How Does the Local Librarian Begin?", Wisconsin Library Bulletin, volume 65, May-June 1969, p. 155+.
25. Visualtek, 1610—26th Street, Santa Monica, California 90404, distributes this tabletop machine. It is useful for readers who can distinguish print two to three inches high. In 1975 the price of the standard set was $1,545. A company representative in the East is: Jack Stollman, Custom Sales Company, 252 Knoll Drive, Park Ridge, New Jersey 07656.

BOOKSTORE

Although disabled students may be able to avail themselves of off-campus resources, doing so is almost inevitably more difficult for them than it is for their able-bodied peers. They are more dependent than most on facilities which are at hand—in this case, on campus—to satisfy all of their school-associated needs. College bookstore managers should, therefore, become aware of the special requirements that students with different disabilities may have. They should then prepare store staff to make whatever reasonable accommodations are necessary so that these students are adequately served.

I. Advance Purchasing

Several weeks are required to have books transcribed into Braille or to have them recorded. If the bookstore stocks required reading materials well in advance of the semester's start, visually handicapped students can purchase them early and have them ready when classes begin.

If this is not generally feasible, perhaps arrangements can be made with publishers to have only the small number needed for transcription sent to the campus early.

II. Avoiding the Crowds

Many students with orthopedic disabilities, some of them wheelchair-bound, and others with hidden disabilities, may be unable to function in the hectic, crowded, protracted shopping conditions of the post-registration period. For appropriately authorized students, perhaps special shopping hours could be provided, or arrangements made for mail or telephone orders.

III. Assistance

During the usual bookstore hours, store personnel should be prepared to offer help in finding and reaching needed supplies.

PHYSICAL EDUCATION and RECREATION

Physical education and recreation are not irrevocably joined activities. They are treated together here because much of campus recreation involves sports and consequently falls within the purview of the physical education department and it is this facet of recreation that is being addressed. This "physical" part of the college's offerings is singled out for special consideration because it may more consistently require adaptation to meet the needs of disabled students, and because it may be more susceptible to neglect, being considered by some a "frill", and/or unsuitable for the disabled.

I **Do Disabled Students Need It?**

In the past, physical education requirements for disabled students were often waived. In any case, there were not many disabled students on campuses and such exemptions were probably not large issues. Currently, however, physical education and recreation are generally considered to be as integral a part of student development for the disabled as they are for the able-bodied.

A. In addition to whatever remedial benefit physical activity may have, it can also serve to

1. reveal, develop and focus on abilities, rather than disabilities

2. strengthen self-confidence and encourage public participation by the disabled

3. provide instruction which can be carried into leisure-time activity later in life, just as it does for the able-bodied

4. provide fun

5. educate the community to the skills of the disabled. The concentration and competence demonstrated in recreational pursuits can be expected in other areas of community participation as well, including employment. (1)

B. Section 504 of the Rehabilitation Act mandates opportunities for participation by all students

II. **Some School Programs**

A. Because of its renown in education, training and research related to the handicapped, physical education at the Human Resources Center (29) is of special interest. Some of its components as reported at a 1976 conference in Binghamton (2), are:

1. a recreational orientation, with programs in track and field, and competitive sports such as basketball, baseball and hockey

2. the essential character of the sports is not changed

3. individual rather than collective sports and activities are emphasized initially because

   a. team sports are difficult and require a great deal of special training
   b. individualized activities offer greater opportunity to assess strengths
   c. the individual is only competing against himself

4. recruitment is crucial, though it must sometimes be subtle

5. the goals are the removal of attitudinal barriers and the normalization of relations between the able and disabled.

B. Farmingdale Agricultural and Technical College began offering physical education courses for handicapped students in 1977. Some characteristics of its program are:

1. Seven weeks each of archery and swimming were to be taught by regular faculty.

2. Shower and locker rooms can accommodate wheelchairs.

3. Insurance policies for disabled students are the same as those for the general student population. (3)

4. The physical education department and the Office of Special Services assisted in the organization of "The Challengers", a group of disabled students interested in physical recreation.

C. The Queensborough Community College Summer Program for Visually Disabled Students includes bowling, horseback riding, bicycling, swimming, and groups sessions in running, skipping, jumping and exercises which provide sensation of body movement. The last mentioned group sessions respond to the fact that some blind students have never tried to run.

D. Niagara County Community College has offered two courses in Adapted Physical Education for handicapped students, taught by regular faculty.

1. Despite active recruitment of identified handicapped students the enrollment was low, making the courses expensive to continue. Therefore, temporarily, the handicapped were absorbed in regular classes with their activities individually modified.

2. The adapted program consists of all regular physical education activities "found safe for...restricted individuals...in which skills can be adapted to meet the limits of capacities...as indicated by medical authorities." (4)

E. Ramapo College in New Jersey developed a one-credit course for physically handicapped students.

1. Students use the weight room, gymnastic apparatus, wrestling mats, and the swimming pool, which is equipped with a lift.

2. An instance is cited in which a blind student learned to dive off one- and three-meter boards before swimming several lengths. (5)

F. The University of Southern Illinois at Carbondale has a completely accessible Intramural-Recreational Sports Center with facilities for weightlifting, swimming, basketball, handball and golf.

1. With the help of a student advisory board, events are planned each semester for its program of Recreation for Special Populations. The program has two components:

a. Formal: basketball, softball, track and field

b. Informal: bowling, swimming, horseback riding and chess

2. The University sponsors a Wheelchair Athletic Club which, in turn, sponsors SIU Squids, the school's wheelchair athletic teams.

G. The University of Arizona provides a model for developing a program in adapted physical education.

1. The program was begun by a part-time graduate assistant financed by the office of the vice-president for research. The following year a grant was awarded by the Arizona Bureau of Rehabilitation Services which supported a full-time director and staff.

2. The program was developed with the help of an interdisciplinary team representing health service, the university rehabilitation center, and the disabled student services program.

3. The program has fulfilled its purpose of providing physical education for disabled students, and has also had unexpected results:

a. it provides a learning laboratory for students majoring in physical education and rehabilitation who act as one-to-one assistants.

b. the university is now planning a professional adapted physical education curriculum

c. The Wheelchair Athletic Club was organized and sponsors a wheelchair basketball team, para-olympics and intramural activiites. The club is financed by the university as a recognized student organization. (6)

III. Physical Activities: For Fun and To Win

Individuals with a wide range of disabilities are participating in many athletic activities, both recreationally and competitively. Many of the activities described below can, of course, be incorporated into campus programs.

Formal competition is regulated by classification according to type and degree of disability in men's and women's divisions, with rules established by various sponsors, such as the National Wheelchair Athletic Association (NWAA), The National Wheelchair Basketball Association (NWBA), The American Wheelchair Bowling Association (AWBA), and the National Wheelchair Softball Association (NWSA). Persons who do not use wheelchairs daily but who are unable to compete actively, may be eligible for wheelchair competition. The Olympiads include wheelchair sports and separate events for amputees (for example, running and kicking events) and blind athletes (for example, lawn bowling, swimming, throwing and jumping events).

The source of much of the following information is the Paralyzed Veterans of America, an active participant and financial sponsor of many sports activities for the disabled. (7)

A. Golf has become accessible through the use of special carts which permit the player to remain seated in the swivel seat while swinging.

B. Archery is used by hunters, target shooters and bowfishermen. The National Archery Association publishes Archery World which includes ideas on techniques and equipment.

The National Wheelchair Athletic Association (NWAA) sponsors regional and national competitions for men and women.

C. All Terrain Vehicles (ATVs) are tested by the Wheelchair Motorcycle Association, which advises the disabled and manufacturers about adaptations and accessories.

D. Swimming can be both recreational and competitive. Aids such as life jackets, rubber rafts and arm floats can be used by the newly disabled. NWAA competitions are held in breast, back freestyle, front freestyle and butterfly strokes, with all events beginning in the water.

(Jeff Float, born deaf, won ten gold medals in the Olympics for the Deaf in 1977, and is now competing at the world-class level, which few deaf persons have attempted.)

E. Boating is possible on all manner of craft, including sailboats. PVA indicates that the Hotie Cat is a good beginner solo craft.

F. Football, with few changes from standard rules, is played by the wheelchair-bound, particularly at the University of Illinois, which will send the rules on request.

G. Hunting by bow and arrow or gun is state-regulated. In some states the disabled are permitted to hunt from the car and/or are issued free licenses.

H. Flying has become popular since the Federal Aviation Administration approved portable hand controls. The American Wheelchair Pilots Association is one of several such groups in the country.

I. Despite the reluctance of many instructors, the disabled have been scuba diving for years.

J. Basketball is enjoyed in several forms, including competitive conference play sponsored by the National Wheelchair Basketball Association. Although it is taxing physically, it dominates wheelchair competition.

K. Tennis, with modifications, is played mostly for recreation, but there are occasional regional tournaments.

L. Table tennis can be played with able or disabled opponents and competition can be in either wheelchair or regular U.S. Table Tennis Association meets. Quadriplegics are permitted to secure the paddle to a hand.

M. Weightlifting, or bench pressing, is classified by body weight, is excellent for body building, and is a competitive event.

N. Other sports organized for national and/or international competition, are:

1. Bowling
2. Field events: javelin, shot put, discus, club throw
3. Marathon racing
4. Pentathelon: archery, swimming, javelin, shot put, wheelchair dash

5. Softball
6. Track: slalom, dashes

More information is available from the pertinent organizations or from the PVA sports coordinator. (7-21)

IV. Recreation and Social Activities

In the interest of helping disabled students become part of the mainstream of campus social life, the following suggestions are offered:

A. They should be encouraged to join groups focused on a common interest—for example, photography

B. Standard motion pictures with captions in addition to the regular sound track should be shown on campus so that hearing-impaired students can attend along with the general population. Such films are available from Captioned Films for the Deaf Distribution Center, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016, for groups of ten or more.

C. Arts and the Handicapped: An Issue of Access could be useful to schools actively seeking extra-curricular enrichment for handicapped students. It describes traveling art shows for the blind, and other art-related programs. It is available for $4.00 from Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022.

PRE-ADMISSION

I. **Develop a file** or library around physical education programs, activities and adaptations suggested for variously disabled individuals.

II. **Contact schools** with physical education programs which include activities for the disabled to arrange consultation and guidance as needed.

III. **Allot a specific amount of staff time** to the development of appropriate and sufficient physical education activities for the disabled.

ADMISSION

Include with other materials advising students of their admission, a note indicating the availability and nature of the special physical education program. Encourage students to identify themselves and their limitations and needs, and make use of adapted activities.

PRE-REGISTRATION

Meet with enrolling disabled students to develop a suitable physical education program. This might well be done in consultation with the counseling and/or health services office.

PHYSICAL EDUCATION and RECREATION

REFERENCES and RESOURCES

1. "The Role of Wheelchair Sports in Rehabilitation", Lipton, Benjamin H., International Rehabilitation Review, Volume xxi, No. 2, 1970.
2. Conference on Higher Education and the Disabled, State University of New York at Binghamton, November 1976, Office of Programs for Disabled Students, Binghamton, New York 13901.
3. Written communication from Thomas Watt, Director of Physical Education and Athletics, State University Agricultural and Technical College at Farmingdale, New York 11735, (516) 420-2053.
4. Course Syllabi: HPE 3820 and 3821, Adapted Physical Education, Niagara County Community College, 3111 Saunders Settlement Road, Sanborn, New York 14132, (716) 731-4101, Edward Voetsch, Division Chairman, Health and Physical Education.
5. "Designing and Operating a Barrier-Free Campus", Potter, George T. and Potter, Laurie S., presented at July 1976 conference of the Society for College and University Planning, ED 136-675. Microfiche: $.83, Hardcover: $1.67 plus postage.
6. "Opportunities in Physical Education for Severely Disabled People", Kloepping, Kent, Journal of Rehabilitation, Volume 42, No. 6, November/December 1976.
7. "Competitive and Recreational Wheelchair Sports", 1978, Paralyzed Veterans of America, Inc., 4330 East West Highway, Suite 300, Washington, D.C. 20014.
8. Wheelchair Sports Magazine:

   Sports 'n Spokes
   6043 North 9th Avenue
   Phoenix, Arizona 85013
9. Bowling:

   American Wheelchair Bowling Association
   2424 North Federal Highway Suite 109
   Boynton Beach, Florida 33435
10. Softball:

    National Wheelchair Softball Association
    P.O. Box 737
    Sioux Falls, South Dakota 57101
11. All Terrain Vehicles:

    Wheelchair Motorcycle Association
    101 Torrey Street
    Brockton, Massachusetts 02401
12. Flying Clubs:

    American Wheelchair Pilots Association
    7008 Willetta
    Scottsdale, Arizona 85257

    Southern California Wheelchair Advisors
    3800 Dixie Canyon Drive
    Sherman Oaks, California 91423

    Wheelchair Pilots Association
    12623 111th Lane West
    Largo, Florida 33540

13. Flying Controls:

Bill Blackwood
1117 Rising Hill
Escondidi, California 92025

14. Tennis:

Jeff Minnebraker, Recreational Therapist
Rancho Los Amigos Hospital
7601 East Imperial Highway
Downey, California 90242

15. Golf & Golf Lectures:

Dennis Walters
250 Jacaranda Drive
Plantation, Florida 33324
63 East Overlook Way
Englishtown, New Jersey 07726

16. Marathon Racing:

New England Spinal Cord Injury Foundation
369 Elliot Street
Newton Upper Falls, Massachusetts 02164

17. Table Tennis
Weightlifting
Swimming:

National Wheelchair Athletic Association
40-24 62nd Street
Woodside, New York 11377

18. Archery:

the previous address or
The National Archery Association
Ronks, Pennsylvania 17572

19. Basketball:

National Wheelchair Basketball Association
110 Seaton Building
University of Kentucky
Lexington, Kentucky 40506

20. Football:

Rehabilitation—Education Center
University of Illinois
Oak Street at Stadium Drive
Champaign, Illinois 61820

21. Sporting Equipment for Handicapped:

North American Recreation
P.O. Box 758
Bridgeport, Connecticut 06601

22. Paralympics, Heidelberg 1972 and Paralympics, Israel 1968 (*) are films available for purchase or rental from the United States Wheelchair Sports Fund, 40-24 62nd Street, Woodside, New York 11377, (212) 424-2929.

23. National Inconvenienced Sportsman's Association, 3738 Walnut Avenue, Carmichael, California 95608, has ten chapters across the country to provide sports and recreation opportunities for the deaf, blind, neurologically impaired and amputees, principally in skiing, swimming, whitewater rafting, sailing and golfing.

24. The following publications (*) are available from

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210

Recreation for the Handicapped: A Selection of Recent Books and Pamphlets, by the National Easter Seal Society for Crippled Children and Adults, Chicago, Illinois, 1975, 12 pp.

Presented is a bibliography of 96 books *and pamphlets concerned with the planning and* modification of recreational activities for physically handicapped children.

Physical Education and Recreation for Impaired, Disabled and Handicapped Individuals.... Past, Present and Future by Dolores M. Geddes and Wanda L. Burnette, 1975, 424 pp.

The report serves as a systematic collection, analysis and synthesis of research data, empirical evidence, program information and various resource materials in the fields of recreation/therapeutic recreation and physical education/adapted physical education for disabled individuals.

25. American Association for Health, Physical Education and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036, has an Information and Research Utilization Center in Physical Education and Recreation for the Handicapped which collects and disseminates information about materials in this field. Its Unit on Programs for the Handicapped conducts a placement service for persons seeking positions and organizations with vacancies in physical education and recreation programs for the handicapped.

26. Handbook of Adapted Physical Education Equipment and its Use, (*), Michael Sosne, 1973, 210 p. illustrated, Charles C. Thomas, publishers, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, $11.50.

27. The Conference on Physical Education for the Disabled, University of Wisconsin-La Crosse in April 1977 featured several speakers who might be sources of information and guidance:

    a. Dr. William Chasey, National Consortium on Physical Education/Recreation for the Handicapped
    Special Project
    Washington, D.C.

    b. Dr. David Auxter
    Slippery Rock State College
    Pennsylvania

    c. Dr. Lane Goodwin, conference director
    University of Wisconsin-La Crosse
    115 Wittich Hall
    La Crosse, Wisconsin 54601

    Dr. Goodwin might be contacted for the precise addresses of the two preceding speakers.

28. The Committee on Recreation and Leisure of The President's Committee on Employment of the Handicapped, Washington, D.C. 20010, publishes a bimonthly newsletter on recreational opportunities for handicapped people and other information on parks and recreation.

29. Human Resources Center, I.U. Willets Road, Albertson, Long Island, New York 11507. This is a private, non-profit organization dealing with rehabilitation concerns through three divisions:

    Abilities, Inc., a demonstration center for industrial and clerical employment for the disabled, educable retarded adults, the disadvantaged and the aged.

    Human Resources School, for disabled children who would otherwise be homebound, pre-school through high school.

    Human Resources Research and Training Institute, which conducts research, demonstration, evaluation and training programs related to the disabled, retarded, disadvantaged and aged.

STUDENT GOVERNMENT

The functions of the student association or government body usually relate to supervision of extra-curricular student clubs and organizations, providing a forum for student opinion and ideas, and acting as the acknowledged voice of the student population in affecting campus policies. Whatever formal structure the student organization has, it must also speak for its growing constituency of disabled students. Relative to extra-curricular activities, it may also be the strongest potential monitor and advocate.

PRE-REGISTRATION, FIRST SEMESTER

I. Representing the Physically Disabled

A. Monitoring

In the beginning, and until the presence of large numbers and wide varieties of physically disabled students is unremarkable and necessary accommodations are in place or occur naturally, continuous attention may be required to

1. assure the accessibility of all campus activities
2. encourage participation by the disabled

Several appropriate criteria should be applied to campus concerts, games, meetings, movies and other such:

1. Is it taking place in an accessible place?
2. Is transportation suitable for disabled students available to and from that place and at that time?
3. Are films captioned or is an interpreter on hand whenever feasible? Captioned films are available from Captioned Films for the Deaf Distribution Center, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016.
4. Is free admission (or at least a discounted price) provided for aides of authorized disabled students who attend?

B. Concrete Assistance

1. The student association might consider applying some of the funds derived from general student fees to pay for needed special services or equipment for its disabled constituency.

    a. At Farmingdale, the student government body assumed responsibility for the purchase of a specially-equipped van for the physically handicapped on campus, and raised the student government fee for all students enough to cover the cost.

    b. At Hostos, the Student Government Organization and the College Senate voted to allow disabled students to attend all classes in the one accessible campus building.

    c. At Binghamton, the student government uses student activity fee funds to provide seed money for groups wishing to develop special services for the disabled.

2. The following suggest additional ways the student governing body could provide concrete aid:

    a. The students at Binghamton sponsored a "miss-a-meal" to raise money to purchase a van equipped with a hydraulic lift.

b. A "phonathon" was mounted at Long Island University involving telephone calls to alumni requesting funds for special services for disabled students.

c. At Ramapo College, a team of fire marshalls was organized specifically to assist handicapped students.

SELF-HELP

For most students there are some activities which are pursued independently. They may take place or originate on the campus and they may involve other students, but they are largely free of institutional influence. There are interests and needs that students take care of for themselves.

Resources to satisfy non-institutional individual or group interests of able-bodied students have long been known and available. Also, there are many areas in which the interests of disabled and able-bodied students are identical, and so the growing disabled student population will be satisfied by the activities and resources used by the general population, with necessary accommodations being made informally among friends. There are some special interests related to the disabled, however, and resources which address these are probably less familiar. Descriptions of some of them follow.

I. Organizations

Presumably as long as there is an acknowledged need for an advocate, peer support, or concerted effort, there will be special interest groups. The following are examples of, and comments about, organized activities which serve the disabled:

A. Campus organizations

1. At Brooklyn College, City University of New York, there is SO FED UP—Student Organization for Every Disability United for Progress—to encourage activities directed at the elimination of architectural, bureaucratic and curricular barriers to educational performance. Among SO FED UP's activities have been:

a. forum discussions related to difficulties in relationships between the able and disabled

b. a luncheon series with guest speakers on topics of concern to the disabled

c. parties for members and guests

d. upon request of members, closed session encounter groups to deal with personal problems

e. the writing of a handbook for disabled students on campus. In addition to explaining the purposes of the organization, the handbook includes a map of the campus and a summary of crucial accessible facilities, special support services, and a description of a physical education program for disabled students. It is available from ERIC Document Reproduction Service:

Handbook for the Disabled College
Students of Brooklyn College, CUNY,
Frederick L. Francis, 1971, ED 072 576

2. At Long Island University, a Cultural Enrichment Program for disabled students was organized with a half-time co-ordinator to arrange evening, week-end and holiday visits to the whole range of cultural activities available in New York City. When necessary, transportation is provided. For information contact:

Robert Nathanson, Director
Special Education Services Program
Long Island University-Brooklyn Center
University Plaza
Brooklyn, New York 11201
(212) 834-6045, 49

3. Based on the experience at SUNY-Binghamton's Off-Campus College, the following comments were offered at the November 1976 Conference on Higher Education and the Disabled held at Binghamton:

a. Campus organizations require a group of committed students who can plan a course of action and act as advocates and a pressure group.

b. The organization must overcome apathy and negativism among its constituents.

c. It must be careful to represent all of the diverse segments of the disabled student population.

d. Visible student activism is often a necessary antecedent fo funded programs: it documents need.

e. Initially the student organization should focus on solving particular problems rather than on data-gathering (at Binghamton a pilot project involved buying a bus). Other programs can often be "piggy-backed" as the organization grows more experienced and effective.

More information about the Conference proceedings is available from

Office of Programs for Disabled Students
SUNY-Binghamton
Binghamton, New York 13901

4. At the University of Missouri-Columbia, a Council of Handicapped Students, which is open to this special population as well as others who share their interest,

a. participates in the Orientation Program for Incoming Students

b. arranges social and recreational activities, which have included a camping trip and a float trip

c. has helped effect modifications—curb cuts, building access—in downtown Columbia

B. Off-campus organizations

1. The American Coalition of Citizens with Disabilities, Inc. works on enforcement of civil rights legislation for the handicapped and of Architectural and Transportation Barriers Compliance Board regulations, and expansion of vocational education through united action. The Coalition is now composed of 37 organizations concerned with the disabled, plus individuals. Individual membership is $5.00.

2. Closer Look, a project of the Bureau of Education for the Handicapped is a clearinghouse for information about the handicapped. Inquiries are answered free of charge and subscriptions to the Closer Look Report are also available at no cost. Among other materials available from Closer Look are: "Facts You Should Know About Tax Deductions", "Disabled Adults: How to Get Help", and "504 and the College Student".

Closer Look
National Information Center
for the Handicapped
Box 1492
Washington, D.C. 20013

3. Disabled in Action works to enhance the civil rights of the disabled through political and legislative action. Contact:

Marilyn Saviola
(212) 750-6901
or
Judith Heumann
(Founder, Disabled in Action)
Deputy Director, Center for
Independent Living
Berkeley, California

4. The National Association of the Physically Handicapped, Inc., promotes the economic, physical and social welfare of all physically handicapped through activities in such areas as legislation, employment, housing, recreation, consumerism and transportation. It publishes NAPH National Newsletter quarterly. Subscriptions are $1.00 a year.

National Association of the Physically Handicapped, Inc.
6473 Grandville Avenue
Detroit, Michigan 48228

5. In New York City, the Mayor's Office for the Handicapped provides information and referrals pertaining to housing, half-fare transportation, employment and other service organizations.

New York Mayor's Office for the Handicapped
61 Chambers Street
New York, New York 10013
(212) 349-5205

6. New York State has an official Advocate for the Disabled in the person of Harold Unterberg, a lawyer. He is the state's lobbyist for programs to aid the handicapped. The major focus of the Advocate's office is coordinating state services for the handicapped, sustaining the legislature's awareness of the needs of the handicapped so that appropriate legislation is enacted, and then ensuring the effective implementation of that legislation. The office also serves as an information clearing house.

New York State Advocate for the Disabled
2 World Trade Center
Room 3712
New York, New York 10047

Four toll-free numbers are:

New York City:	(212) 938-0186, 0187
Nassau County:	(516) 746-0181
Westchester County:	(914) 948-4170
Suffolk County and upstate:	(800) 522-4369

7. The Handicapped Persons Legal Support Unit serves residents of New York City who meet certain financial eligibility requirements, and will refer persons from outside of the city to other appropriate agencies. The Unit

a. does traditional legal intake procedures on a one-to-one basis, generally involving government benefits, matrimonial problems and landlord-tenant issues;
b. specializes in civil rights issues; and
c. serves as a clearinghouse regarding laws pertinent to disability.

Handicapped Persons Legal Support Unit
373 Park Avenue South, 7th Floor
New York, New York 10016
(212) 689-6101

8. Federation of the Handicapped, Inc.
211 West 14th Street
New York, New York 10011
(212) 242-9050

The Federation serves handicapped individuals, with the exception of the blind, in New York City. It offers vocational diagnostic services, social casework, and medical and psychiatric consultation.

9. Office for Handicapped Individuals (OHI)
Department of Health, Education and Welfare
330 Independence Avenue, S.W.
Washington, D.C. 20201

Within DHEW's Office for Human Development, OHI is developing an information clearinghouse and serving as a coordinating and advocacy agent for the handicapped.

It publishes a periodical, Programs for the Handicapped, which includes reviews of recent pertinent publications, descriptions of programs and services for the handicapped throughout the country and is, consequently, a useful, current information and suggestion resource. For example, the issue of March 25, 1977 included items titled: Midwest Conference on Physical Education/Recreation, Summer Jobs in Federal Agencies, New Air Travel Guide, and reviews of 13 new publications. To receive this publication, write to:

The Editor
Programs for the Handicapped
Room 338 D, South Portal Building
200 Independence Avenue, S.W.
Washington, D.C. 20201

The OHI Region II Coordinator is located at:

Federal Building
26 Federal Plaza
New York, New York 10007
(212) 264-5763

10. DHEW also has the following office which may offer assistance with civil rights issues:

Office of Program Review and Assistance
Office of Civil Rights
HEW North Building
330 Independence Avenue, S.W.
Washington, D.C. 20201

Contact person: Mr. David Dawson (202) 245-9180

11. Amicus

Amicus is a bi-monthly publication of the National Center for Law and the Handicapped, Inc. funded by the Department of Health, Education and Welfare. A typical issue includes discussions on pertinent news, legislation, cases in the courts, and special reports. For example, the September 1977 issue's special reports included articles entitled "Who is Handicapped?" and "Complaint Procedures Under Sections 503 and 504". Information requests may be directed to:

National Center for Law and the
Handicapped, Inc.
1235 North Eddy Street
South Bend, Indiana 46617

12. American Council of the Blind
1211 Connecticut Avenue, N.W.
Suite 506
Washington, D.C. 20036

An affiliation of individual members and 44 occupational and state organizations of persons concerned with blindness. This agency provides referral services, tape library, consultative and advisory services to individuals and organizations with regard to legislation, litigation, credit unions and state programs. It publishes the Braille Forum in Braille, large-type and open reel and cassette tape.

13. The National Association of the Deaf is a consumer organization dedicated to protecting the rights of deaf people by recommending and promoting legislation, encouraging and developing skills among the deaf through the Deaf Youth Leadership Camp, and making the public aware of their needs and achievements.

The National Association of the
  Deaf
814 Thayer Avenue
Silver Springs, Maryland 20910

14. The purpose of the National Foundation of the Blind, Student Division is the complete integration of the blind into society through such activities as public education; assistance to blind persons whose rights have been violated, through legal mechanisms, negotiation, and publicity; legislative research and consultation; and scholarships to blind students (see section on Financial Aid). The NFB publishes Braille Monitor monthly in Braille, print and on record, and provides it without cost upon request. Also available free of charge is Handbook for Blind College Students. Among the chapters in the Handbook are: Tips on Techniques, Use of Library Services, and Purposes and Values of the Organized Blind Movement.

National Association of the Blind,
  Student Division
Suite 212
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036

15. There are many local and regional divisions of professional and technological societies. Participation in them probably offers a natural access to information and a potential employment network.

II. Resources and Devices

There are many resources and devices available which may ease or enrich the lives of the disabled. Those which seem especially applicable to individual or non-institutional activity are mentioned here:

A. The Bell Telephone System offers a number of services and special equipment for individuals who have difficulty using their telephones because of a physical impairment. For example:

1. For impaired hearing or impaired speech, an adjusting wheel is available to amplify the voice coming in or going out and then returning the phone to normal use.

2. Special receivers are available which transmit sound to the inner ear of persons who hear better by bone transmission.

3. Sets are available to convert sound into sight or touch signals for the deaf or deaf-blind.

4. Telephone facilities can be linked to telewriting and other equipment used by persons with physical impairments.

5. Telephone numbers can be pre-punched on cards and inserted into special telephones by persons who have difficulty dialing.

6. Speaker phones permit hands-free use of telephone equipment.

7. Special headsets and arms are available for individuals unable to use ordinary equipment.

B. The following books (*) are among the selected references published by the National Easter Seal Society:

1. Adaptations and Techniques for the Disabled Homemaker, by Karen Hodgeman and Eleanor Warpeha. 1973. 27 p. Sister Kenny Institute, 1800 Chicago Avenue, Minneapolis, Minnesota, 55404. $1.75.

147

2. Aids to Independent Living: Self-Help for the Handicapped, by Edward W. Lowman and Judith L. Klinger. 1969. 896 p. Blakiston Division, McGraw-Hill Book Co., 330 West 42nd Street, New York, New York 10036. $40.00.

A basic reference book, encyclopedic in its coverage. There are 2,237 illustrations of gadgets, devices, and aids in 65 different categories of activities. Includes useful appendixes on: Bibliography; Films; Periodicals dealing with rehabilitation and the handicapped; and Sources for equipment.

3. Assistive Devices for the Handicapped, by Charlot Rosenberg. 1968. 186 p. Paperbound. American Rehabilitation Foundation, 1800 Chicago Avenue, Minneapolis, Minnesota 55404. $3.50 (Special rates on large orders).

4. Handbook for One-Handers, by Aaron L. Danzig. 3rd edition. 1966. 56 p. Federation of the Handicapped, 211 West 14th Street, New York 10011. $1.00.

5. Handy, Helpful Hints for the Handicapped, by Julius Lombardi. 1974. 10 p. National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612. 10¢.

6. Mealtime Manual for the Aged and Handicapped, compiled by the Institute of Rehabilitation Medicine. 1970. xii, 242 p. Essandess Special Editions, Simon and Schuster, Inc. 630 Fifth Avenue, New York, New York 10020. $5.95, hardcover; $2.00, spiral bound.

Easy meal plans and recipes are included in this manual along with kitchen-tested preparation technics to conserve time and energy for the handicapped and infirm.

7. The One-Hander's Book: A Basic Guide to Activities of Daily Living, by Veronica Washam; photos by Mark Feldstein. 1973. 126 p. The John Day Co., 257 Park Avenue South, New York, New York 10010. $10.00.

8. Please Help Us Help Ourselves, by United Cerebral Palsy of Central Indiana, (1971?) 42 p. Spiral bound. United Cerebral Palsy of Central Indiana, 615 North Alabama Street, Indianapolis, Indiana 46204. $2.00.

A manual illustrating the fabrication of easily made, inexpensive adaptive equipment.

9. Special Clothing for the Handicapped: Review of Research and Resources, by Phyllis N. Hallenback. 1966. 7 p. (Reprinted from the Feb. 1966, issue of Rehabilitation Literature.) National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612. (Reprint AR-196) 10¢.

10. The Wheelchair in the Kitchen; A Guide to Easier Living for the Handicapped Homemaker, by Joseph Chasin and Jules Saltman. 1973. 32 p. Paralyzed Veterans of America, Inc., 7315 Wisconsin Avenue, N.W., Washington, D.C. 20014. $2.50.

11. You Can Do It From a Wheelchair, by Arlene E. Gilbert. 1973. 144 p. Arlington House, Publishers, 81 Centre Avenue, New Rochelle, New York 10801. $6.95.

C. Other books/pamphlets/periodicals (*)

1. "Your Rights as a Disabled Person", Department of Health, Education and Welfare, in English, Spanish, Braille

2. Supplemental Security Income Program, Advocate's Handbook, prepared by National Welfare Rights Organization and Center on Social Welfare Policy and Law, 25 West 43rd Street, New York, New York 10036.

3. Green Pages, Inc.
641 West Fairbanks
Winter Park, Florida 32789

This directory of advertisements of interest to the disabled is available by subscription from magazine vendors.

4. Achievement is a monthly newspaper published by disabled individuals with the primary

purpose of focusing attention and action on pertinent, current problems. Subscriptions are $2.00 a year.

Achievement Editorial Office
925 Northeast 122 Street
North Miami, Florida 33161

5. Accent on Living is a quarterly which includes articles of general interest to the disabled but stresses information on techniques to facilitate the lives of paraplegics and quadriplegics. Subscriptions are $3.50 a year, single issues, $1.00.

Accent on Living
P.O. Box 700
Gillum Road and High Drive
Bloomington, Illinois 61701

6. "Consumer Warranty Law: Your Rights and How to Enforce Them—A Guide for Users of Medical Devices" was written by two law students, Belinda Bean and Susan Schapiro, and issued by the Disability Rights Center. It

a. explains different kinds of warranties
b. tells what to do if a product is defective
c. describes small claims court procedures
d. lists consumer groups
e. cites actual consumer problems with DRC's suggested solutions.

The guide is available from the Center for $5.00 or $2.00, depending on ability to pay.

Disability Rights Center, Inc.
1346 Connecticut Avenue, N.W.
Suite 1124
Washington, D.C. 20036

7. Report is a national newsletter dealing exclusively with barrier-free design topics. A complimentary copy is available from:

Clearinghouse
National Center for a Barrier-Free
Environment
8401 Connecticut Avenue, N.W.
Washington, D.C. 20015

8. Consumer Rights for Disabled Citizens provides information about accommodations for the handicapped at New York City stores, banks, supermarkets and recreational facilities; describes special services; explains legislation which safeguards the rights of the handicapped; and suggests ways in which the handicapped can work to eliminate barriers. The publication is available in cassettes from the New York Association for the Blind, 111 East 59th Street, New York, New York 10022, and in Braille from the Jewish Guild for the Blind, 15 West 65th Street, New York, New York 10023.

D. Aids for the visually handicapped

1. Reading matter or recordings for physically or visually handicapped persons who cannot use conventionally printed materials can be mailed postage-free if they are clearly marked in the upper-right hand corner: "Free Matter for the Blind or Handicapped".

2. Sources for books—in Braille, in large type, and on record or tape—are described in the Library chapter of this volume. Included there is information on the Library of Congress Division for the Blind and Physically Handicapped.

3. The Library of Congress issues a Reference Circular called Aids for Handicapped Readers. It lists simple and complex devices which can be purchased locally. For each aid at least one source of supply is cited, and in most cases order numbers and prices are given. The circular

lists: Low Vision Aids, Aids for Holding a Book or Turning Pages, Reading in Bed, Handwriting Aids, Typewriters and Accessories, Braille Writing Equipment, Sound Reproducers, and information about the Mailing of Letters and Books.

Copies of the circular and information on library services and cooperating regional branches are available from:

Reference Information Section
Division for the Blind and Physically Handicapped
Library of Congress
Washington, D.C. 20542

4. The American Foundation for the Blind sells three kinds of aids and appliances:

a. items specifically designed for blind and visually impaired persons
b. items sold to the general public but adapted to the special needs of the visually impaired, and
c. non-adapted items carried as a convenience.

AFB's catalog lists:

Watches, clocks and timers
Canes, tips and accessories
Household and personal
Recreation
Writing and communication
Tools and instruments
Mathematical aids
Medical devices

Items may be ordered by mail, or by phone (for credit card orders).

The Aids and Appliances Catalog, in inkprint, Braille or disc, is available from:

American Foundation for the Blind
15 West 16th Street
New York, New York 10011

Attn: Aids and Appliances

The Agency Hotline is (212) 924-2160; the Individual Hotline for credit is (212) 924-2219.

5. Bausch and Lomb manufactures pocket, desk and hobby magnifiers. A catalog and price list are available from:

Bausch and Lomb
Rochester, New York 14602

6. The Sonicguide is an electronic sensor designed to extend independent mobility for the blind. It provides information about the distance of objects 10 to 15 feet ahead. It has three major components: an eyeglass frame, a control unit/power pack with shoulder strap or belt loop, and a battery charger, and is designed to be used in conjunction with a long cane or dog guide. The basic unit price is $2,350.

Sonicguide is manufactured by Telesensory Systems, Inc., whose area representative is

Diane Jackson
Diplomat Gardens Suite B 18
Route 9 W
Piermont, New York 10968
(914) 359-7681

7. New York Association for the Blind (The Lighthouse), 11 East 59th Street, New York, New York 10022, (212) 355-2200, serves residents of Manhattan, Queens, the Bronx, Richmond and Westchester county. It will serve residents of other areas only if there is no similar program

there. Among its services are evaluation, training in orientation and mobility, communication, personal management; vocational training; and placement. The Lighthouse library contains taped, Braille and large print materials. It does not have a mailing service.

Volunteer readers are provided for college and graduate students, who must come to the Lighthouse for this service. Appointments with readers can be arranged through Ms. Florence Cayer. Other Lighthouse facilities are at:

36-20 Northern Boulevard
Long Island City, New York

60-05 Woodhaven Boulevard
Rego Park, Queens, New York

346 Mamaroneck Avenue
White Plains, New York

8. The Jewish Guild for the Blind, 15 West 65th Street, New York, New York 10023, (212) 595-2000, offers evaluation of vocational interests and skills; placement; and instruction in independent travel, activities of daily living and self-management. The agency has a Braille and tape cassette library.

9. The National Association for the Visually Handicapped, 305 East 24th Street, New York, New York 10010, (212) 889-3141, is the only voluntary health agency devoted solely to assisting the partially sighted. In addition to being a source of large print materials and some optical aids, the Association offers counsel and referral to this population, and professional and public education.

10. Some of the Tips on Techniques in Handbook for Blind College Students (see, p.) are:

a. If you wish to have your books transcribed, select your courses several weeks before the beginning of the semester and purchase the books early enough to have them transcribed before the first class.

b. Often it is necessary to make personal contact with the course instructor in order to get a book list early.

c. At the school bookstore, arrange for early book purchase through the individual in charge of ordering for your subject area.

d. Arrange for readers through the school employment office or bulletin boards. Specify if the reader is to be paid or if volunteers are needed.

e. If volunteer readers are needed, a good source is on- and off-campus service clubs. Delta Gamma sorority has made reading for blind students a national project.

f. Make it clear to your readers that the relationship is on a business basis. Plan reading assignments carefully and meet the reader at specified times. You, not the reader, decide what must be read.

g. The fewer your readers the better—the more reading he does the more efficient and dependable he is.

h. Become acquainted with your instructors before classes begin and indicate that you will need to use some special techniques—for example, ask that he verbalize material written on the blackboard and allow special arrangements for in-class assignments and examinations. It is the responsibility of the student, not the instructor, to suggest solutions to special problems.

E. Aids for the hearing-impaired

1. The National Association of the Deaf regularly issues a Publications List of books, articles and sundry items pertinent to the deaf, which can be ordered by mail or telephone.

Publishing Division
National Association of the Deaf
814 Thayer Avenue
Silver Springs, Maryland 20910

2. Joshua M. Gendel an engineer in the Audiology Services Department of the New York League for the Hard of Hearing has compiled "A List of Devices to Help the Hearing Impaired in

Everyday Living". It includes wake-up devices, signalling devices (baby-cry, doorbell, etc.) telephone amplifiers, television and radio attachments, prices and distributors. (*) For more information write to: to:

Highlights—Devices
New York League for the Hard
of Hearing
71 West 23rd Street
New York, New York 10010
(212) 741-7650

3. Manual for Hearing-Impaired Persons compiled by Keith D. Muller in 1977 for the League for the Hard of Hearing, lists a broad range of resources for this population by type of service: for example, camping, recreation, social service. (*)

4. A Notetaking Procedure for Deaf Students in Regular Classes was prepared by the National Technical Institute for the Deaf. (*) It comes with a special notebook and is the basis for a program to teach deaf students notetaking skills.

National Technical Institute for
the Deaf
Rochester Institute for the Deaf
One Lomb Memorial Drive
Rochester, New York 14623

5. Individuals wishing to arrange for interpreters may contact the city or state Registry, or request a directory from the National office.

Interpreters

New York State Registry of
Interpreters for the Deaf
338 Village Boulevard
Baldwinsville, New York 13027

New York Metro Registry of Interpreters for the Deaf
35-16 80th Street
Jackson Heights, New York 11372

Registry of Interpreters for the Deaf
Post Office Box 1339
Washington, D.C. 20013

6. Randi Baker, a rehabilitation counselor, recommends this book for students:

Elliot, H., "How to Succeed in College Without Really Hearing", Volta Review, 72:3, 157-60, March 1970.

F. Aids for individuals with impaired limbs

1. Paralyzed Veterans of America has issued a number of publications directed at improving the personal lives of the wheelchair-bound:

a. Home in a Wheelchair presents house design ideas about such items as ramps, car shelter, doors, windows, communication, electrical systems, elevators and chair lifts, the kitchen, the laundry, storage, the bedroom, the bathroom, and the floors. It is generously illustrated. Cost: $2.50

b. The Wheelchair in the Kitchen, 2.50 (*)

c. Wheelchair Bathroom, $1.00

The three publications are available through:

Paralyzed Veterans of America
7315 Wisconsin Avenue
Washington, D.C. 20014

2. Lakeland Automatic Page Turner holds books and magazines of all sizes. The turner is operated by a slight touch of a foot, elbow, head or the flexing of a muscle. It can be placed on an overbed table, or other work table.

It is available from:

C.H. Russell
Lakeland Tool Works
21 Birnamwood Drive
Burnsville, Minnesota 55378

III. Travel

There are a number of publications, agencies and policies concerned with making personal travel easier for the disabled.

A. The publication, Personal Licensed Vehicles for the Disabled (*), is available free by writing to:

Michael H. Boblitz, O.T.R.
Rehabilitation Engineering Center
Moss Rehabilitation Hospital
12th Street and Tabor Road
Philadelphia, Pennsylvania 19141

B. Several guidebooks are available:

1. Highway Rest Areas for Handicapped Travelers has been prepared by The President's Committee on Employment of the Handicapped, Washington, D.C. 20210, from material gathered by the Federal Highway Administration. It lists nearly 400 accessible rest stops on state highways in all states except Hawaii.

2. A List of Guidebooks for Handicapped Travelers (*) and Guide to National Parks and Monuments for Handicapped Tourists (*) are also available from The President's Committee on Employment of the Handicapped.

3. National Park Guide for the Handicapped and Recreation Park Guide for the Handicapped is a 1971 Department of Interior document listing each national park along with the problems the handicapped may encounter there, and the special services, modifications and facilities which add to its accessibility. Prepared by the National Park Service, it is Stock No. 2405-0286 and available from:

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

4. The Wheelchair Traveler by Douglass R. Annand is available prepaid by mail from The Wheelchair Traveler, Ball Hill Road, Milford, New Hampshire 03055. It costs $4.95 plus postage: 75¢ Third Class, $1.25 First Class. This paperback lists hotels, motels, restaurants and sight-seeing attractions throughout the United States, along with information on prices and transportation services. It is published annually.

C. Relative to bus transportation:

1. In May 1977 the Interstate Commerce Commission issued several regulation changes for inter-city buses, which benefit the handicapped:

a. free passage for trained guide dogs accompanying blind passengers
b. boarding assistance, including advance boarding and seating
c. posting of information about where and from whom assistance may be obtained.

(Changes relative to rail transit are pending.)

2. The Greyhound and Trailways bus companies will carry a disabled person and an assisting companion for a single fare.

D. Relative to air travel:

1. Access Travel: A Guide to Accessibility of Airport Terminals (*) has been prepared by Airport Operators Council International, 1700 K Street, N.W., Washington, D.C. 20201.

2. Airline Transportation for the Handicapped (*) is a booklet available from the National Easter Seal Society, 2023 West Ogden Avenue, Chicago, Illinois 60612.

3. Carriage of the Physically Handicapped on Domestic and International Airlines (*) describes policies and regulations on air travel by the handicapped. It is available free from United Cerebral Palsy Association of New York Inc., 815 Second Avenue, New York, New York 10017.

4. Any trouble with an airline may be reported through the Civil Aeronautics Board Hotline (202) 382-7735

E. On most railroads a blind person and his sighted companion may travel for one fare, in some cases both coach and first class, in others only first class. The American Foundation for the Blind, 15 West 16th Street, New York, New York 10011, has more detailed information and issues the necessary Identification Card and coupon book.

F. Several tour operators have had experience in arranging travel for the disabled:

1. Handy-Cap Horizons, 3250 East Loretta Drive, Indianapolis, Indiana 46227, issues a quarterly describing the vacations and tours it organizes to fit the financial and pace requirements of the disabled and the elderly. Membership dues and rates depend upon ability to pay. Subscriptions range from $3.00 to $7.00 a year.

2. All State Tours, 26 Court Street, Brooklyn, New York 11242 (212) 858-5404

3. Evergreen Travel, 19424 - 44th Avenue West, Lynwood, Washington 98036, (206) 776-1184

4. Flying Wheels Tours, 143 West Bridge Street, Owatonna, Minnesota 55060, (507) 451-5005

5. New Freedom Adventures, 2684 Nostrand Avenue, Brooklyn, New York, 11210, (212) 951-6666

6. Rambling Tours, P.O. Box 1304, Hallandale, Florida 33009 (305) 921-2161

7. Worldways/Hawaiian Holidays, 711 Third Avenue, New York 10017 (212) 687-7400

8. Other listings may be obtained from the Society for the Advancement of Travel for the Handicapped, 26 Court Street, Brooklyn, New York 11242, (212) 858-5483.

G. Travel Concessions for the Blind describes special policies for blind travelers on bus, rail and steamship lines. It also explains how Identification Cards and coupon books may be obtained. Contact the American Foundation for the Blind, 15 West 16th Street, New York, New York 10011, (212) 924-0420.

H. Rehabilitation International U.S.A., 20 West 40th Street, New York, New York 10018, (212) 869-9907, is a source of information about travel in the United States for the disabled.

I. Mobility International, 43 Dorset Street, London W1H3FN, England, has information on facilities in Europe, Japan and parts of the Middle East.

J. Passenger Assistance Techniques: A Training Manual for Vehicle Operators of Systems Transporting the Elderly and Handicapped, by Harrison, Dabney and Thomas, is published by Management Services Inc., P.O. Box 3750, Austin, Texas 78764.

IV. Miscellaneous

A. The authors of College Guide for Students with Disabilities (Gollay and Bennett, ABT Publications, 55 Wheeler Street, Cambridge, Massachusetts 02138, 1976, p.10) list self-help suggestions made by disabled students, some of which follow:

1. If you need a personal attendant, advertise on school bulletin boards, radio station or

newspaper; and approach the school employment office, volunteer service organizations, departments of physical therapy, occupational therapy and allied health sciences.

2. Keep two sets of textbooks, one at school and another at home.

3. If you have difficulty writing, supply carbon and paper for a classmate, and ask for a copy of his notes.

4. Tape lectures.

5. Contact local service organizations—for example, Easter Seal Society, United Cerebral Palsy, Jaycees, Lions, church and synagogue groups—which may be a source of financial assistance or special equipment.

6. Don't be afraid to ask for help—given simple instructions, people are willing to help.

7. Specify in advance your special needs.

B. During the November 1976 meeting sponsored by The President's Committee on Employment of the Handicapped, comments were presented regarding consumerism and the handicapped (p.). Some of them follow:

1. Understanding must evolve between consumer organizations of the handicapped and professionals serving the handicapped. An adversary relationship should be avoided, with each sector respecting the expertise and experience of the other.

2. "If consumerism encourages handicapped people to view the 'system' as unresponsive and limiting because it does not always support their highest aspirations then the wisdom it has to offer might be lost."

3. "A potential problem arises when this drive for equality ignores the traditional pathways that may be better equipped to insure appropriate education, training or placement experience."

4. The positive side of consumerism, "striving to gain control over their own destinies", is that it provides essential "feedback" to the service providers and forces accountability.

5. Consumers, in this case, the disabled, should offer not only criticism, but solutions as well.

The report of the two-day meeting has been published under the title "Pathways to Employment" and is available from The President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

C. Many recreational and competitive sports activities, and organizations sponsoring them, are discussed in this volume's chapter on Physical Education/Recreation.

Additional Information on Equipment

- ISAARE Information System on Adaptive Assistive and Rehabilitative Equipment—a file system, index, glossary and cross-reference system containing data on suppliers of equipment for the disabled. Complete set, $32.50, available from the United Cerebral Palsy Association of Oregon, 7117 S.E. Harold Street, Portland, Oregon 97206. (*)
- Office equipment for the handicapped is available through:

IBM Corporation, Office Products Division
590 Madison Avenue
New York, New York 10022

ADMINISTRATIVE OFFICIALS

The ultimate locus of responsibility for campus achievements in the absorption of disabled students into the general student body resides in the administrative hierarchy. Both definition of policy and the overseeing of its implementation are duties of this group of college officials. This is true with regard to all of the institution's functions yet their discretionary action in many other areas is frequently defined by historical precedent and bounded by well-established organizational checks and balances.

The federally-mandated inclusion of the handicapped on the post-secondary educational scene is a new demand. On most campuses there are neither pre-existing structure nor institutional guidelines upon which to pattern responses. Of course, certain data are available, culled from the experience of institutions which voluntarily took in such students prior to the issuance of federal regulations. The federal regulations, too, spell out some specific accommodations and hint at many more. Yet the compliance enforcement mechanism instituted by the federal government is much too undermanned to serve as a spur to action; a backlog of cases already exists even though federal compliance officers are only handling actual complaints rather than engaging in compliance review, college by college, prior to complaint (a function also assigned to it by the regulations). Given this inadequate monitoring process plus the lack of historical momentum to date, the move from inertia to action requires enormous self-directed energy. This "energization" of the campus as a whole must be forthcoming from the administration out of a sense of mission and the fitness of things. Without their explicit approval, encouragement and "greasing the wheels", little will be accomplished regardless of the good will of other staff.

For example:

1. The extent of outreach must be determined by administrative policy. Should active recruitment of handicapped students take place? What institutions should be targets of such efforts? What media should be employed to reach them? How much money and staff time should be expended on this? Should the college merely passively accept those disabled students who find their way to the campus on their own rather than seeking them out?

2. The cooperation of faculty in accommodating these students in their classes can be encouraged or discouraged by administrative dictum. If college officials do not openly, clearly support this, and cause it to be reflected in professional evaluations, only those professors who are personally motivated will feel compelled to try.

3. Many of the suggestions for aid to the disabled student populations enumerated in this manual require inter-office transactions. If administrative officials do not take a stance fostering such linkages, bureaucratic apathy and conflicting priorities may make a shambles of these efforts.

Such examples can be multiplied many times over, but need not be. A responsive administration will have already received the message; a reluctant one will not profit from elaboration.

BIBLIOGRAPHY

Abbas, Elizabeth K.; Sitlington, Patricia L., Issues in the Preparation of Personnel for the Vocational Guidance of Special Needs Students—Synopses of Selected Materials, University of Illinois-Urbana-Champaign January, 1976.

Akabas, Sheila H.; Piccoli, J. George, Establishing Affirmative Action for the Disabled: Issues and Guidelines, New York, Columbia University School of Social Work, June 1976.

Albright, Len; Clark, Gary M., Preparing Vocational & Special Education Personnel to Work w/Special Needs Students: A Teacher Education Resource Guide, Bureau of Educational Research, University of Illinois, Urbana-Champaign, Illinois, June 1977.

Altfest, Myra; Harley, Nancy, Vocational Education for Students w/Special Needs: An Administrators Handbook, Colorado State University, Department of Vocational Education, Fort Collins, Colorado, Jan 1975.

———, Vocational Education for Students w/Special Needs: A Teacher's Handbook, Ibid, June, 1975.

AMICUS, Volume 2 No. 5, National Center for Law & Handicapped, South Bend, Indiana, September 1977.

AMICUS—Special Report, Ibid, July 1977.

The AMIDS In-Service Training Workshop for Vocational Educators of Dis-Advantaged and Handicapped Students; How to Plan-Conduct-Evaluate, Link Enterprises Inc., Montgomery, Alabama, 1973.

Arthur, Julietta K., Employment for the Handicapped: A Guide for the Disabled, their Families, and their Counselors, 1967.

Bender, Louis W., American Association of Community & Junior Colleges—The States, Communities and Control of the Community College—Issues and Recommendations, American Association of Community & Junior Colleges, Washington, D.C.

Bibliography of Secondary Materials for Teaching Handicapped Students, The President's Committee on Employment of the Handicapped, Washington, D.C.

Bilovsky, David; Maston, Jane, Community Colleges and the Developmentally Disabled: Training Models for Direct Personnel Care, American Association of Community and Junior Colleges, Washington, D.C. 1977.

Braun, Kurt; et al, Improving Education & Employment Opportunities for the Handicapped: Expanding the Committment of Vocational Education and Special Education—A Report on National Workshops on Special Needs Vocational Teacher Education. October 1976, Bureau of Educational Research, University of Illinois, Urbana-Champaign, Illinois, 1977.

Breaking Career Barriers for the Handicapped College Student, Southern Illinois University-Carbondale.

Brower, Florence B., Personality Characteristics of College and University Faculty: Implications for *the Community College*, ERIC Clearinghouse for Junior College Information, American Association of Community and Junior Colleges, Monograph Series, Washington, D.C. 1968.

Budke, Wesley E., Gordon, Ruth, *Current Projects in Vocational Education. FY 1976*, The Center for Vocational Education, Ohio State University, Columbus, Ohio, February 1977.

Buontempo, Gregory, et al, *Vocational Education for the Handicapped: Assistance in Initiating or Strengthening Vocational Programs for Handicapped Youth*, State Department of Education, Bureau of Occupational Research, Trenton, New Jersey, September, 1974.

Cappello, Joseph F., *The Report of the Inter-Agency Committee on the Educational & Vocational Rehabilitation of the Handicapped 1974-1975*, New Jersey State Association of Rehabilitation Facilities, State Department of Education, State Department of Labor & Industry, Trenton, New Jersey, 1974.

Career Education in Michigan—An Introduction, Michigan Career Education Resource Materials, Career Education in Michigan, Lansing, Michigan.

Clarcq, Jack R., et al, *Innovations in Vocational Education: Meeting the Needs of the Handicapped—An Emerging Responsibility*, presented by the American Vocational Association, Anaheim, California, December 1975.

Clearfield, Daniel, *Medical Devices and Equipment for the Disabled: An Examination*, Disability Rights Center Inc., Washington, D.C. 1976.

Cochrane, Hortence S., *The Academic Assessment of Disabled Students—Conference Proceedings, Syracuse University, June 16-18, 1965*, Syracuse University, School of Social Work, Syracuse, New York, 1965.

Competencies and Assessment Behavior for Vocational Specialists Coordinating the Education of Handicapped Learners in the Vocational Education Awareness Program. Final Report. Section B. April 1974—Dec. 31, 1975, Georgia University, Division of Vocational Education, Athens, Georgia.

COPES Guide: Community College Occupational Programs Evaluation System. Subsystem: Handicapped, Office of the Chancellor, California Community Colleges, Sacramento, California, May 1973.

CORRC/RRC Test Matrix: Individual Testing, Coordinating Office for Regional Resource Centers, Lexington, Kentucky 1976.

Directory of Organizations Interested in the Handicapped, Committee for Handicapped/People to People Program, Washington, D.C. 1976.

Dunn, Cheryl, *A Comparison of Academic Achievement of Handicapped Students in Relation to Vocational Rehabilitation Assistance*, Ed. D. Practicum, Nova University, Fort Lauderdale, Florida, July 1976.

Educational Programs for the Handicapped, Office of the Chancellor, California Community Colleges, Sacramento, California 1971.

Educational Services: Structure, Governance and Organizations (Elementary, Secondary and Continuing Education), The New York State Education Department, Albany, New York, May 1976.

Ellis, Ronald S., *Summer Education Program for Neurologically and Physically Handicapped Children. Summer 1975. Evaluation Report*, New York City Board of Education, Office of Educational Evaluation, Brooklyn, New York, 1975.

Federal Register, Volume 40, No. 35, "Part 121i—Instructional Media for the Handicapped," pp 7424-7426, Department of HEW, Washington, D.C. February 20, 1975.

———, Part IV, Ibid, May 4, 1977.

———, Volume 41, No. 138, Part III—*Programs and Activities Receiving or Benefiting from Federal Financial Assistance*, Ibid, July 16, 1976.

First Report—Architectural and Transportation Barriers Compliance Board, Department of Health, Education and Welfare, Washington, D.C., November, 1974.

Foster, June C., *Accommodating Students Who Have Physical Disabilities—A Resource Guide for Massachusetts Community Colleges*, Technical Education Research Center, Inc., Cambridge, Massachusetts, August, 1975.

Francis, Frederick L., and Student Organization for Every Disability United for Progress (SO FED UP), Handbook for the Disabled Students of Brooklyn College, CUNY, Brooklyn, New York, 1971.

Franken, Marion E., Identifying Handicapped Students and their Vocational Needs for 1977-1982, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, July 1977.

Getting Through College with a Disability—A Summary of Services Available on 500 Campuses for Students w/Handicapping Conditions, The President's Committee on Employment of the Handicapped, Washington, D.C., 1977.

Going Back to School at 35 and Over—Special Labor Force Report 204, U.S. Department of Labor, Bureau of Labor Statistics, 1978.

Gollay, Elinor; Bennett, Alwina, The College Guide for Students w/Disabilities, ABT Publications, Cambridge, Massachusetts, 1976.

Goodman, Elizabeth M., Directory of Programs for the Education of Handicapped Children in the United States Office of Education, Office of Education, Department of Health, Education and Welfare, Washington, D.C., 1969.

Goodman, Michael J., The Deaf Student in the Hearing Class, Golden West College, Huntington Beach, California, 1971.

Graham, Gary L., et al, A Comparative Analysis of Supportive Services for Non-Handicapped and Handicapped Persons Seeking Post-Secondary Education from the Community College System, Nova University, Fort Lauderdale, Florida, June 1974.

Handbook for Blind College Students. National Federation of the Blind—Student Division. Des Moines, Iowa, April 1975.

Handbook of Implementing Vocational Education Special Needs Programs, State Department of Education, Division of Vocational Education and Community Colleges, Montgomery, Alabama 1975.

Harris, Robert M.; Harris A. Christine, Assessing Physical Barriers in University Settings, Lawrence, Kansas, University of Kansas, 1972.

Henderson, David Ray, Laboratory Methods in Physics for the Blind, University of Pittsburgh, 1965.

Herschbach, Dennis R., et al, Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped, Department of Industrial Education, University of Maryland, Maryland State Department of Education, Division of Vocational/Technical Education, Baltimore, Maryland 1976.

Honsberger, Treva, et al, Career Placement by Work Sampling for the Handicapped. A Research Report, Simi Valley Unified School District, Simi, California 1976.

Hoskins, Don Love, et al, Vocational Education and the Physically Handicapped—Voices and Views, Los Angeles City College, California, July 1971.

Identification and Accommodation of Disadvantaged Handicapped Students in Virginia Community Colleges, Virginia Community Colleges System; Richmond, Virginia December, 1971.

Implementing Special Education Services in Rural Remote Areas, The Rocky Mountain Regional Resource Center, Salt Lake City, Utah, 1975

Kitt, Wendy, et al, Community College of Baltimore Epilepsy Education Program. Interim Report. March 1975—June 1976, Baltimore Community College, Baltimore, Maryland, June, 1976.

Krenzel, Judith, et al, Paraplegic and Quadriplegic Individuals, The National Paraplegia Foundation, Chicago, Illinois 1977.

Kumar, Vasant, Handicapped Persons in Wisconsin's Vocational, Technical and Adult Education Districts: Assessments of Educational Techniques and Identification of Barriers, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, Madison, Wisconsin July 1977.

Lambert, Roger H., et al, Modifying Regular Programs and Developing Curriculum Materials for Vocational Education of the Handicapped. Progress Report 1975., Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, Madison, Wisconsin 1975.

List of Organizations, Associations, Agencies, Sheltered Workshops and Teachers Training Programs in the Field of Education of Children with Handicapping Conditions, SEIMC, Albany, New York, July 1975.

Magisos, Joel H., Special Needs Populations, Annotated Bibliographies of Bilingual, Correctional, Migrant and Handicapped Populations w/Unique Vocational Education Needs, Series #33, Center for Vocational Education, Ohio State University, Columbus, Ohio, October, 1975.

Malikin, David; Rusalem, Herbert, Vocational Rehabilitation of the Disabled: An Overview, New York University Press, New York City, 1969.

Mallik, K., Comprehensive Vocational Rehabilitation for Severely Disabled Persons: Conference December 3-5, 1975, Job Development Laboratory, George Washington University Medical Center, Washington, D.C., 1975.

Manzitti, Edward T., An Evaluation of Mainstreaming in Vocational Education Programs in the State of Michigan, Michigan State University, College of Education, East Lansing, Michigan, September, 1976.

Master Table of Contents for 17 Volume Series Occupational Education for Students with Special Needs, Board of Cooperative Educational Services of Nassau County, Westbury, New York, 1975.

McClanahan, Ruby F., et al, The Development of Individualized Supportive Services for Physically & Sensorially Limited Adults at a Post-Secondary Area Vocational School, Phase I, McLennan Community College/Texas Education Agency, Division of Occupational Research and Development, Department of Occupational & Technical Education, Waco, Texas.

———, The Development of Individualized Supportive Services for Physically & Sensorially Limited Adults at a Post-Secondary Area Vocational School, Phase II, Texas Education Agency, Division of Occupational Research and Development, Austin, Texas 1975.

Methods of Assessing the Disadvantaged in Manpower Programs: A Review and Analysis, U.S. Department of Labor, Washington, D.C., 1973.

Modifying Vocational Programs for the Handicapped—Progress Report 1977, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, Madison, Wisconsin, 1977.

Moore, William Jr., Community College Response to the High Risk Student: A Critical Reappraisal, American Association of Community & Junior Colleges, Monograph Series, Washington, DC, 1976.

Mykan, Gunder A., Community Services in Community Colleges, American Association of Community and Junior Colleges, Washington, D.C., 1969.

New Dimensions in Training Rehabilitation Facility Personnel. Special Report I., Rehabilitation Services Administration, Department of HEW, Washington, D.C. July, 1972.

New York State Annual Report for Occupational Education, FY 1974, New York State Education Department, Office of Occupational & Continuing Education, Albany, New York 1974.

Potter, Laurie S.; Potter, George T., Designing and Operating a Barrier-Free Campus, presented at the 11th Annual Conference of the Society for College and University Planning, 1976.

Principles Basic to the Establishment and Operation of Post-Secondary Education for Deaf Students, Conference of Executives of American Schools for the Deaf, June 1973.

Project Volunteer: Volunteers Serving the Job Needs of the Handicapped, Final Report, The President's Committee on Employment of the Handicapped, Washington, D.C., 1972.

Quatrano, Louis A., Interrelationship of Disabled College Student's Attributes, Program Use and Study Attitudes, Department of HEW, National Institute of Education, Washington, D.C., September, 1976.

Rawlings, Brenda W., et al, A Guide to College/Career Programs for Deaf Students, Gallaudet College and the National Institute for the Deaf (NTID). 1975.

Rehabilitation of the Handicapped Programs 1976, Hearings before the Sub-Committee on the Handicapped of the Commission on Labor and Public Welfare, U.S. Senate 94th Congress, 2nd Session on Oversight Hearings on Rehabilitation of the Handicapped, 1976.

The Role of the Community College in Training the Disadvantaged-Handicapped Student. Final Report, Oregon State Board of Education, Division of Community Colleges and Career Education, Oregon State University, Corvallis. Division of Vocational Adult and Community College Education, Oregon, June, 1970.

Rose, Pearl H., Development of a Plan for Providing Career Information for Handicapped Students: An Analysis of Occupational Descriptions for the Handicapped. Final Report, Fort Steilacoom Community College, Tacoma, Washington, August, 1976.

Rusalem, Herbert, Guiding the Physically Handicapped College Student, Bureau of Publications, Teachers College, Columbia University, New York City, 1962.

Savino, Michael T., et al, Vocational Rehabilitation of the Severely Disabled in a University Setting. Second Year Report, California State Department of Rehabilitation, Sacramento Social and Rehabilitation Service, Sacramento, California, November, 1970.

Schneps, Jack A., et al, Implementation of Strategies for Handicapped II, Institute for Research and Development in Occupational Education, CUNY, New York City, July, 1976.

———, et al, College and Industry: Partners in the Handicapped Employment Role, Ibid, July, 1976.

SEARCHLIGHT: Counseling the Exceptional, Handicapped and Gifted, ERIC Clearinghouse for Counseling and Personnel Services Information Center, University of Michigan, Ann Arbor, Michigan, 1966-1977 indices.

Spungin, Susan Jay, Pre-College Programs for Blind and Visually Handicapped Students, American Foundation for the Blind, New York City, 1975.

A Study for the Articulation of Competency-Based Curricula for the Coordination of Vocational-Technical Education Programs in Louisiana, Final Report, Volume I, Louisiana State Department of Education, Division of Vocational Education, Baton Rouge, Louisiana, May, 1976.

A Survey of Medicine and Medical Practice for the Rehabilitation Counselor, Department of HEW, Social and Rehabilitation Service, Washington, D.C., 1966.

Tetzlaff, Mary K., S.O.S.: Success Oriented Service, Illinois State Office of Education, Division of Adult Vocational and Technical Education, Triton College, River Grove, Illinois, 1976.

Tindall, Lloyd W., et al, Vocational/Career Education Programs for Persons w/Special Needs in Wisconsin Vocational/Technical and Adult Education Districts, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, Madison, Wisconsin, 1977.

Tucker, William V., Higher Education and Handicapped Students, Kansas State Teacher's College, Emporia, Kansas, August, 1964.

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations, Iowa State Department of Public Instruction, Special Needs Section, Des Moines, Iowa, 1973.

Weatherman, Richard, et al, National Survey of State Special Needs Personnel Serving Handicapped Students in Vocational Education, Department of Educational Administration, University of Minnesota, St. Paul, Minnesota, May, 1975.

Whitten, Cecil J., The Role of the Disabled in the Overall Picture of the Rehabilitation Process, presented at the Annual Convention of the Canadian Guidance and Counseling Association, Halifax, Nova Scotia, May, 1976.

Withington, Lucille F., et al, Vocational Rehabilitation of the Severely Disabled in a University Setting, California State Department of Rehabilitation, Social and Rehabilitation Service, Sacramento, California, November, 1969.

Yarrington, Roger, New Staff for New Students—Report of 1973 Assembly of American Association of Community and Junior Colleges, American Association of Community and Junior Colleges, Washington, D.C. 1973.

———, An Agenda for National Action, Ibid, 1973.

PAMPHLETS

Affirmative Action to Employ Handicapped People—A Pocket Guide, The President's Committee on Employment of the Handicapped, Washington, D.C. 1976.

Aids and Appliances for the Blind and Visually Impaired, American Foundation for the Blind, New York City, 1977.

Aids and Appliances, American Foundation for the Blind, New York City, 21st edition, 1975-1976.

All About ICD, ICD Rehabilitation and Research Center, New York City.

All About NPF, National Paraplegia Foundation, Chicago, Illinois.

American Heart Association, descriptive pamphlet, New York City chapter.

Annual Report of 1976, Multiple Sclerosis Society, New York City.

Annual Report 1977, Wisconsin Vocational Studies Center, University of Wisconsin-Madison, Madison, Wisconsin.

Austin, Gary F., Careers for Deaf People—Proceedings of the National Forum VII, Department of HEW, Washington, D.C. 1974.

Backer, Thomas E., A Directory of Information on Tests, ERIC Clearinghouse on Tests, Measurements and Evaluation, 1977.

Benefits for Veterans and their Families, State of New York, Executive Department, Division of Veterans Affairs, New York.

Bitter, Grant B.; Mears, Edward G., Facilitating the Integration of Hearing Impaired Children into Regular Public School Classes, The Alexander Graham Bell Association for the Deaf Inc., Washington, D.C. 1973.

Campus Handbook—A Guide for Disabled Students, The Committee for Disabled Students, Queens College, Flushing, New York.

Careers for the Homebound—Home Study Opportunities, The President's Committee on Employment of the Handicapped and B'nai B'rith Career and Counseling Service, Washington, D.C. 1974.

A Chain of Cooperation—Severely Physically Handicapped Employees in Federal Service, U.S. Civil Service Commission, Washington, D.C., October 1976.

Chasin, Joseph, Home in a Wheelchair, Paralyzed Veterans of America, Washington, D.C. 1977.

Chronicle Guidance, Publication Inc., Moravia, New York, January 1976.

College Board Tests for Handicapped Students, College Entrance Examinations Board, Princeton, New Jersey, 1971.

Community and Junior Colleges and the Comprehensive Employment Act—Participations and Recommendations, Office of Governmental Affairs/American Association of Community and Junior Colleges, Washington, D.C. 1977.

Competitive and Recreational Wheelchair Sports, Paralyzed Veterans of America, Washington, D.C. 1978.

Coordinators for Selective Placement of the Handicapped, N.Y. Region, U.S. Civil Service Commission, New York, April 1975.

C.S.U.L.B. Campus Guide, Concerns for the Handicapped Committee, Long Beach, California 1974.

Davis, Kay, It's About Time (various physical disabilities) Came Out in the Open: Visually Handicapped; Hearing Impaired; Parts I, II, III; Wisconsin Vocational Studies Center, University of Wisconsin-Madison, Madison, Wisconsin, 1976, 1977.

Dickman, Irving R., Independent Living: new goals for disabled persons, Public Affairs Committee Inc., New York, May 1975.

Directory of New York State College and University Services for the Handicapped, State Education Department, SEIMC, Albany, New York, 1975.

Directory of Occupational Education Programs in New York State The State Education Department. Albany, New York. 1976.

Duncan, John and others, Environmental Modifications for the Visually Impaired: A Handbook, American Foundation for the Blind, New York City, Dec. 1977.

Eisen, Irving; Goodman, Leonard H., A "Starter" File of Free Occupational Literature, B'nai B'rith Career and Counseling Services, Washington, D.C. 1975.

Employment of (variously handicapped) Persons in Federal Service: Blind, Deaf, Physically Handicapped; U.S. Civil Service Commission, Washington, D.C. 1975, 1976.

Epilepsy, Epilepsy Foundation of America, New York City.

Federal Benefits for Veterans and Dependents, Veterans Administration, Washington, D.C., 1977.

Financial Assistance for the Disabled, INA Mend Institute, Insurance Company of American and Human Resources Center, New York, 1975.

Flast, Florence, A Report on School Transportation for Handicapped Children in New York City, Department of Public Affairs, New York, June 1975.

Fraenkel, William A., How To Get a Job, The President's Committee on Employment of the Handicapped, Washington, D.C. 1972.

Free Educational Books that Speak for Themselves, Annual Report Recording for the Blind, Inc., New York City, 1973-4.

Frick, Elizabeth, Adjusting to Integration: Some difficulties hearing impaired children have in Public Schools, The Alexander Graham Bell Association for the Deaf, Inc., Washington, D.C. 1973.

General Information to Help the Recently Disabled, INA Mend Institute Insurance Company of North America and Human Resources Center, New York City. 1975.

Guaranteed Student Loans for New York State Students, New York State Higher Education Services Corps., Albany, New York.

Guide for Federal Agency Coordination in Selective Placement of the Handicapped—Identifying and Eliminating Architectural Barriers, U.S. Civil Service Commission, Washington, D.C., 1974.

A Guide to Supplemental Security, Social Security Administration, Department of HEW, Washington, D.C. 1976.

Guide to Visual Aids and Illumination, National Association for the Visually Handicapped, New York City, 1974.

Handbook of Selective Placement in Federal Civil Service Employment of the Physically Handicapped, the Mentally Restored, the Mentally Retarded, the Rehabilitation Offender, U.S. Civil Service Commission, Washington, D.C. 1975.

Highway Rest Areas for Handicapped Travelers, The President's Committee on Employment of the Handicapped, Washington, D.C.

If You Become Disabled, U.S. Department of HEW, Social Security Administration, Washington, D.C., ed. 1975, 1977.

International Travel Programs for the Disabled—First General Meeting, Rehabilitation International USA, New York City, 1977.

Job Placement Services for Disabled Students in College Occupational Education Programs, SUNY Agricultural and Technical College at Farmingdale, New York.

Kunce, Joseph T. The Roles and Functions of A Regional Rehabilitation Research Institute. A Final Report. University of Missouri-Columbia. Research Series # 8. Nov 1973.

MIGHT—A Guide to the University of Texas at Austin for the Mobility Impaired, Services for the Handicapped, Office of the Dean of Students, Austin, Texas.

Monge, Joseph P., Management Views the Handicapped, International Paper Company, New York, presented at the Annual Meeting of the President's Committee on Employment of the Handicapped, 1968.

Need A Lift?, An American Legion Service for the Young People, Indianapolis, Indiana, 27th ed. revised Fall 1977.

New York League for the Hard of Hearing, descriptive pamphlet, New York City.

People at Work, The President's Committee on Employment of the Handicapped, Washington, D.C. and the National Multiple Sclerosis Society, New York City.

Performance, Volume XXVI No. 3, President's Committee on Employment of the Handicapped, Washington, D.C. 1975.

Problems of the Partially Seeing, National Association for the Visually Handicapped, New York City, 1976.

Publications and Audio-Visuals, Sister Kenny Institute, Minneapolis, Minnesota, Fall 1975.

Ready Reference Guide—Resources for Disabled Persons, Department of HEW, Washington, D.C. 1977.

The Rehabilitation Facility and its Specialists—INA Mend Institute, Insurance Company of North America and Human Resources Center, New York, 1975.

Rehabilitation International USA—Capsule Description of Structure, Programs and Activities, Rehabilitation International USA, New York City.

Roueche, John E., Time as the Variable, Achievement as the Constant: Competency Based Instruction in the Community College, American Association of Community and Junior Colleges, Monograph Series, Washington, D.C..1976.

Schein, Jerome D., etal, Implementation of the Model State Plan for Vocational Rehabilitation of Deaf Clients, National Association of the Deaf, Silver Springs, Maryland.

———, Model State Plan for Vocational Rehabilitation of Deaf Clients: Revised 1977 Ibid.

Schweikert, Harry A., Wheelchair Bathrooms, Paralyzed Veterans of America, Washington, D.C.

Services for Special Needs, The Bell System, 1975.

Services for the Visually Handicapped in New York State, Commission for the Visually Handicapped, New York State Department of Social Services, Albany, New York.

Some General Information About Federal Jobs, U.S. Civil Service Commission, Washington, D.C. 1976.

SST for the Aged, Blind and Disabled in New York State, Department of HEW, Social Security Administration, Washington, D.C. 1977.

Studies in Handicapping Conditions, Department of HEW, Washington, D.C. 1975.

SUNY at Buffalo—Office of Services for the Handicapped: Second Quarterly Report January 1977-April 1977, State University of Buffalo, New York.

Travel Concessions for Blind Persons, American Foundation for the Blind, New York City.

Urban Mass Transportation Act of 1964 and Related Laws, U.S. Department of Transportation, Washington, D.C. 1974

Vocational and Educational Opportunities for the Disabled—INA Mend Institute, Insurance Company of North America and Human Resources Center, New York, 1975.

What's a BOCES?, Board of Cooperative Education Services, Westbury, New York.

Wildemuth, Barbara M., Minimal Competency Testing: Issues and Procedures, ERIC Clearinghouse for Tests, Measurements & Evaluations, Princeton, New Jersey, 1977.

You Are Part of the Team, The Alexander Graham Bell Association for the Deaf Inc., Washington, D.C.

PAPERS

CUNY Proposal for the Third Year CD Funds; the elimination of architectural barriers, presented to the New York City Board of Estimate, May 18, 1977.

Field, Timothy, etal, Bibliography on Job Placement, Rehabilitation Counselor Training Program, University of Georgia, 1974.

Funding Guide for the Removal of Environmental Barriers, Architectural and Transportation Compliance Board, Washington, D.C., May 1976.

Hester, Edward J., Ph.D., M.O.V.E.: Multidimensional Objective Vocational Evaluation, Goodwill Industries, Chicago, Illinois, 1975.

Major Recommendations of the Regents for Legislative Action 1976, The State Education Department, Albany, New York, Dec. 1975.

Schmidt, Dolores Barracano, SUNY: Operation Access, SUNY, Albany, New York, August 1977.

SUNY Comments on Proposal Rules on Non-Discrimination on the Basis of Handicap, State University of New York, Binghamton Conference.

Turrini, Lawrence, Final Report of the Special Placement Counselor, Orange County Community College, Middletown, New York, 1973.

———, Final Report of the Special Vocational Counselor and Tutoring for the Handicapped Students Program, Ibid. June 1971.

———, etal, Final Report of the Special Vocational Counselor and Tutoring for Handicapped Students—"Program Outreach", Ibid. 1972.

ARTICLES

"Affirmative Action for Handicapped People", Newsletter for Industry, Volume 1, No. 8, Harold Russel Assoc. and the Delphis Press, Waltham, Massachusetts, February 1977.

Bernstein, Phyllis, "The Man Behind Abilities Inc.", New York Times, Sunday January 4, 1977.

"Blindness", Rehabilitation World, Volume 2, No. 4, Winter 1976-1977, New York City.

Bowman, Elizabeth, Ph. D., "A Resource Room Program for Hearing Impaired Students", Alexander Graham Bell Association for the Deaf, Washington, D.C., 1977.

Conden, Margaret E., "The facilitation of the education of the physically disabled college student", Rehabilitation Literature, 23:9, 1962, pp266-274.

"Counseling Services", Special Section, Highlights, Volume 49, No. 4, New York League for the Hard of Hearing, New York City, 1970.

DeSalle, Jean Marie; Ptasnik, ?, "Some Problems and Solutions: H.S. mainstreaming of the hearing impaired", American Annals of the Deaf, 121:6:533-6, December 1976.

Feingold, S. Norman; Rose, Karen, "Student Aids in the Space Age—Educational Resources for the Handicapped—1971 Revision", Counselor's Information Service, Volume 26, No. 3, Special Supplement, B'nai B'rith Vocational and Counseling Service, Washington, D.C. 1971.

———; Hoffman, Fae E., "A Guide to Indexes as a Resource for Occupations and Careers", Ibid, Volume 28, No. 1, February 1973.

———,"Space Age Challenges and New Career Horizons for the Deaf", Ibid. Volume 27 No. 4, December 1972.

———, "Vocational Outlook for the 1970's and 1980's", Ibid, Volume 24 No. 3, September 1969.

Fasteau, Stephen, "Development of a Community College Program for Physically Handicapped Students", Rehabilitation Literature, Volume 33 No. 9, pp 270-277, September 1972.

Gailis, Ann; Susman, Keith M., "Abroad in the land: legal strategies to effectuate the rights of the physically disabled", The Georgetown Law Journal, Volume 61 No. 6, July 1973, The Georgetown Law Journal Association, Washington, D.C.

Kunce, Joseph T., "Vocational Interest, Disability and Rehabilitation", Rehabilitation Counseling Bulletin XII, pp 205-211, June 1969.

Laski, Frank, "Civil Rights Victories for the Handicapped, Parts I & II", The Record, May and June 1974, pp15-32.

Maryland University, Center of Rehabilitation and Manpower, "Understanding affirmative action for the disabled", Rehabilitation Literature, College Park, Maryland, The Center, 1975.

Miller; Kunce; Getsinger, "Prediction of Job Success for Clients with Hearing Loss", Rehabilitation Counseling Bulletin, No. 16, pp21-28, 1972.

Northcott, Winifred H., PH.D., "A Hearing Impaired Pupil in the Classroom", The Alexander Graham Bell Association for the Deaf, Washington, D.C. 1975.

"Occupational Information", Counselor's Information Service, Volume 32 No. 2, B'nai B'rith Career and Counseling Service, Washington, D.C. 1977 (May).

Patterson, C.H., "Counseling the Severely Handicapped College Student", Rehabilitation Counseling Bulletin, pp 58-69, June 1973.

Porter Geraldine, "The Missing Vital Dimension in Successful Integration", Volta Review, Volume 77 No. 7, The Alexander Graham Bell Association for the Deaf, Washington, D.C., 1975.

Quigley, S.P.; Power, D.J.; Steinkemp, M.W., "The Language Structure of Deaf Children", Volta Review, Volume 79 No. 2, The Alexander Graham Bell Association for the Deaf, Washington, D.C., 1977.

"Secretary Mathews asks for help in drafting rules prohibiting discrimination against the handicapped", Washington Report, No. 89, Washington, D.C., June 11, 1976.

Stude, E.W.; Pauls, Tim, "The use of a job seeking skills group in developing placement readiness", Journal of Applied Rehabilitation Counseling, 8:2:115-20, Summer 1977.

Traub, Joseph E., "Rehabilitation Engineering", American Rehabilitation, p. 19, March/April 1977.

Vernon, McCay; Makowsky, Bernard, "Sociological and psychological factors associated with hearing loss", National Association of the Deaf, Silver Springs, Maryland.

166

STATE UNIVERSITY OF NEW YORK COORDINATING AREA #4
MEMBER INSTITUTIONS

State University at Stony Brook
State University Downstate Medical Center
State University College at New Paltz
State University College at Old Westbury
State University College at Purchase
State University Maritime College
State University College of Optometry
State University Empire State College
    Long Island Learning Center
    Manhattan Learning Center
State University Agricultural and Technical College at Farmingdale
*Borough of Manhattan Community College
*Bronx Community College
Dutchess Community College
Fashion Institute of Technology
*Fiorello H. LaGuardia Community College
*Hostos Community College
*Kingsborough Community College
Nassau Community College
*New York City Community College
Orange County Community College
*Queensborough Community College
Rockland Community College
*Staten Island Community College
Suffolk County Community College
Sullivan County Community College
Ulster County Community College
Westchester Community College

**City University of New York cooperating institutions*

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 1978

CLEARINGHOUSE FOR
JUNIOR COLLEGES